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ABSTRACT

The manual is intended to provide special educators, adult service providers, and parents with strategies for providing community based job training to youth with autism and other developmental disabilities. Section I deals with a variety of work sites appropriate for training young people with severe developmental disabilities. Information pertaining to the ecology of the work place and the types of jobs to be performed at each site is presented. Analyses of different job skills are provided to help vocational trainers incorporate effective assessment and instructional strategies into their programs. Types of sites include the following: dry cleaners, florist, hotel, laundromat, library, lumber yard, mobile work crew, movie theater, post office, restaurant, supermarket, and warehouse. Section II provides analyses of generic tasks which may be performed at more than one work site and include bathroom maintenance, general maintenance, and grounds maintenance. Recordkeeping forms used by Project READDY are also provided. (DB)

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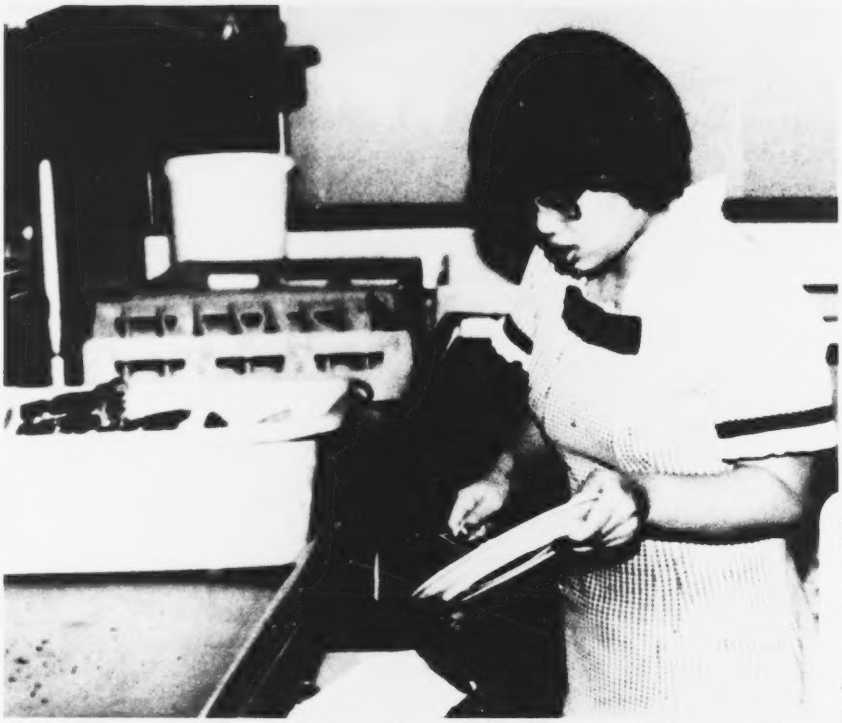
Project READDY

Real
Employment
Alternatives for
Developmentally
Disabled
Youth

JOB TRAINING



MANUAL

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Dianne E. Berkell, Diana Lapsley, Cindy Fichandler,
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PROJECT READDY

JOB TRAINING MANUAL

by

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and

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PROJECT READDY FORMS

FOREWORD

This manual has been designed to provide special educators, adult service delivery providers, and parents with strategies for providing community-based job training to youth with autism and other developmental disabilities. The manual consists of two major sections which present information for vocational programming in the community.

Section I deals with a variety of work sites which have been identified as appropriate training placements for youth with severe developmental disabilities. In this section, information pertaining to the ecology of the work place and the types of jobs to be performed at each site is presented. Particular emphasis is directed toward analyses of different job skills so that the manual can assist vocational trainers in incorporating effective assessment and and instructional strategies into their programs.

Across the nation there exist many common types of job sites, such as supermarkets, printing plants, and restaurants. Section I focuses upon several of these universal jobs in order to facilitate program planning and development not only in one geographic area, but to provide assistance to trainers from all regions of the country. Job developers in Iowa or California, for example, should be able to pick up this manual and, even though it was written in New York, learn how to train persons to work in fast food restaurants in their respective states.

Section II, the Generic Skills Section, includes analyses of tasks which may be performed at more than one work site. In this section, for example, information is provided on building and grounds maintenance tasks which may be performed at almost any place of business. Although these generic tasks are included in the job lists of all the sites in which they may be performed in Section I, to avoid unnecessary redundancy, they are not analyzed in Section I. You are referred to Section II (the Generic Skills Section) of the manual for the actual task analyses of these skills.

The analyses in both Sections I and II have been developed for use at community-based work sites. Job training should be provided in the community to the largest extent possible. As students with severe disabilities are placed in less restrictive environments, and as employers, coworkers, and consumers are exposed to these individuals, their acceptance will increase and their quality of life will improve dramatically.

Instructional Planning

A word of caution pertaining to the selection of instructional activities is in order here. Job training should be based on realistic educational goals. It is imperative that when providing job training, the student's ability level and instructional needs be considered. Also, when determining which skills to teach, trainers must consider the types of demands being placed upon the learner in relation to any behavior or language problems which may interfere with the student's acquisition and performance of those skills. In other words, teachers must select vocational goals which are attainable.

The manual is intended to offer systematic instructional guidelines for the design and implementation of a vocational training program. In order to derive optimum benefit from the manual, the trainer will need to assess students with regard to the particular environments in which they will be expected to function. Instructional procedures can then be tailored to meet individual learner needs. The key to success with this, or any other instructional program, lies in the trainer's ability to adapt the recommended strategies to meet the specific needs and characteristics of each student or client.

A Brief Description of Project READDY

The primary objective of Project READDY is to prepare severely handicapped autistic students, through a community-based vocational training program, for competitive employment positions. A model demonstration program has been established on which other programs may be based in part or in whole.

The project represents a cooperative effort between university and field based personnel. The primary grant recipient is the C.W. Post Campus of Long Island University. The Nassau Center for the Developmentally Disabled is participating as the demonstration facility. In addition, representatives from several state and local service agencies are participating in an advisory capacity.

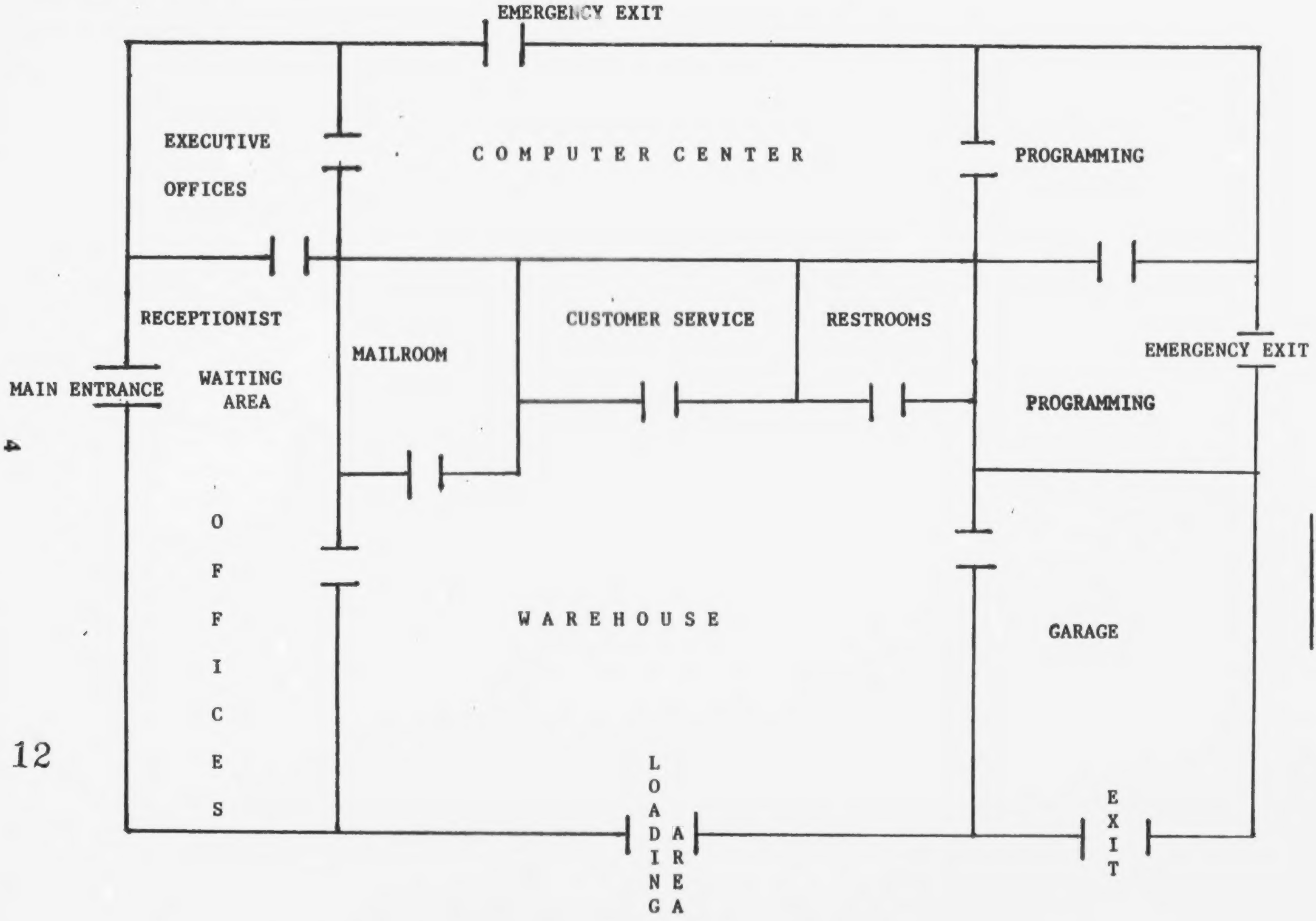
All students involved in the training project attend the Nassau Center. Currently, 20 students, ages 16 to 21, have been placed in work sites in the community and are receiving intensive job training. Students in Project

READDY receive instruction at community-based work sites. They learn how to perform actual work tasks, as well as how to interact with coworkers. Two-thirds of the students are currently earning at least minimum wage at their jobs, and several have received salary increases.

This Job Training Manual is a product of Project READDY. Its development was supported by the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

SECTION I:
JOB ANALYSES

CABLEVISION


EMERGENCY EXIT
EXECUTIVE OFFICES
COMPUTER CENTER
PROGRAMMING
RECEPTIONIST
CUSTOMER SERVICE
RESTROOMS
MAILROOM
EMERGENCY EXIT
MAIN ENTRANCE
WAITING AREA
PROGRAMMING
OFFICES
WAREHOUSE
GARAGE
LOADING AREA
EXIT

CABLEVISION

CABLEVISION

Important Characteristics and Suggested Adaptations

1. Lavatories are located in central area of building
2. Emergency exits on first floor are easily opened. No alarm system is in operation during working hours.
3. All exits of building lead to fairly quiet parking lot in industrial park with low speed limit, but caution is needed due to loading, unloading and waiting trucks.

JOB LIST

1. Warehouse Clerk
    A. Package literature
    B. Label literature

2. Mailroom Clerk
    A. Sort mail
    B. Deliver mail

3. General Maintenance
    A. Vaccum
    B. Dust
    C. Clean bathroom
    D. Clean employee lounge

JOB ANALYSIS 1: Warehouse Clerk

Training Goal: Student will perform odd jobs in warehouse to assist staff as needed.

Required Tasks for Job Completion:

A. Package literature

B. Label literature

JOB ANALYSIS 1: Warehouse Clerk

TASK ANALYSIS A: Packaging Literature for Distribution

Environment: Cablevision

Sub-Environment: Small Office Section

Performance Objective: Student will package literature (Guide Instructions) into plastic bags to be distributed to customers and installers.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions

Materials/Resources:
1. Literature (guides and instructions)
2. Plastic bags.

TA 1A: Packaging Literature

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, package materials."

Component Steps:

1. Walk to storage area for plastic packaging bags
2. Remove bags from storage area
3. Carry bags to work table
4. Place bags onto table
5. Walk to storage place for all out-going literature (guides/instructions)
6. Remove literature from storage area
7. Carry out-going literature to work table
8. Place literature on work table in a pile
9. Sit down
10. Lift one plastic bag with both hands
11. Open plastic bag

12. With one hand, hold materials to be packaged
13. Insert materials into bag
14. Close bag by pressing on sealer
15. Place packaged literature on side of table (begin to pile packaged literature)
16. Grasp plastic bag with both hands
17. Open plastic bag
18. With one hand grasp materials to be packaged
19. Insert materials into bag
20. Close bag
21. Continue to package literature until all literature has been packaged
22. Once all materials have been packaged, place all bagged literature/guides/instructions in their appropriate storage place.

JOB ANALYSIS 1: Warehouse Clerk

TASK ANALYSIS B: Labeling Literature and Guides for Customer Use/Mailing

Environment: Cablevision

Sub-Environment: Small Office Section

Performance Objective: Student will place pre-addressed labels on all out-going literature (guides/instructions).

Requisite Skills:
1. Fine and gross motor skills
2. Following directions

Materials/Resources:
1. Pre-addressed labels (stickers)
2. Literature/Guides
3. Instructions

TA 1B: Labeling Literature

Student:______________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put on labels."

Component Steps:

1. Walk to storage area for pre-addressed labels
2. Carry labels to table
3. Place labels onto table
4. Walk to storage area for literature (guides or instructions) to be labeled
5. Carry packaged literature to table
6. Place literature onto table
7. Sit down facing table
8. Pick up sheet of labels in one hand
9. With other hand remove one label
10. Place label onto packaged literature
11. Once labeled, move literature to side and begin to make a pile of labeled literature

12. Grasp and remove one label from sheet of labels
13. Place label onto packaged literature
14. Once labeled, move package to pile of outgoing literature
15. Continue labeling literature until finished (labels are all gone or all packaged literature has been labeled)
16. Once finished, carry all addressed packaged literature to mail room
17. Place all literature into out-going mail box.

JOB ANALYSIS 2: Mailroom Clerk

Training Goal: Student will sort and deliver mail.

Required Tasks for Job Completion:

A. Sort Mail

B. Deliver Mail

JOB ANALYSIS 2: Mailroom Clerk

Task Analysis A: Sorting Mail

Environment: Cablevision

Sub-Environment: Mail Room

Performance Objective: Student will sort mail as it comes in from post office, and deposit it into mail boxes.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Reading Skills
4. Sorting/matching skills

Materials/Resources:
1. Mail
2. Mail boxes

TA 2A: Sorting Mail

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, sort mail."

Component Steps:

1. Walk to mail room
2. Open bag of mail
3. Remove mail piece by piece from bag
4. Once all mail is removed from bag, read front of letter (postcard) to determine to whom mail is addressed
5. Place letter into appropriate mail box
6. Put all mail into designated mail boxes until all mail has been sorted
7. Once finished, place empty mail bag in storage place.

JOB ANALYSIS 2: Mailroom Clerk

TASK ANALYSIS B: Delivering Mail

Environment: Cablevision

Sub-Environment: Mailroom, Entire Facility

Performance Objective: Student will deliver mail to personnel throughout the facility.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions

Materials/Resources:
1. Mail to be delivered
2. Mail cart

TA 2B: Delivering Mail

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, deliver mail."

Component Steps:

1. Walk to mailroom
2. Grasp mail cart
3. Push mail cart to mail boxes
4. Remove mail, box by box, into mail cart
5. Once all mail is deposited onto cart
6. Push cart around facility office-by-office delivering mail to personnel
7. Once all mail has been delivered, push cart back to mailroom
8. Place cart in storage.

JOB ANALYSIS 3: General Maintenance

Training Goal: Student will perform simple maintenance tasks in various sections of the cablevision building.

Required Tasks for Job Completion:*

A. Vacuum

B. Dust

C. Clean bathroom

D. Clean employee lounge

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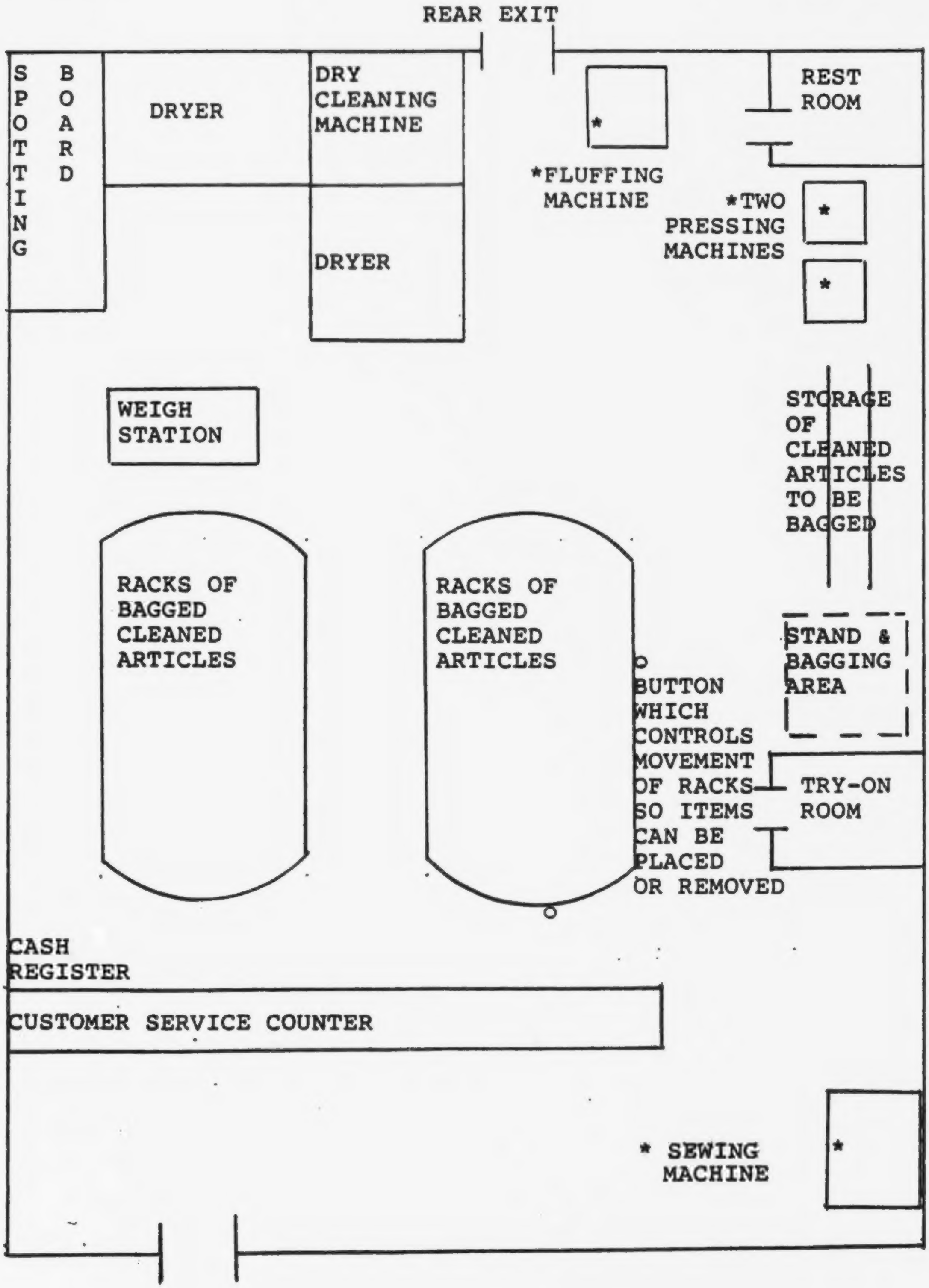
*Refer to Generic Skills Section for task analyses of the above listed jobs.

DRY CLEANERS

DRY CLEANERS


REAR EXIT
SPOTTING BOARD
DRYER
DRY CLEANING MACHINE
*FLUFFING MACHINE
REST ROOM
*TWO PRESSING MACHINES
DRYER
WEIGH STATION
STORAGE OF CLEANED ARTICLES TO BE BAGGED
RACKS OF BAGGED CLEANED ARTICLES
RACKS OF BAGGED CLEANED ARTICLES
STAND & BAGGING AREA
BUTTON WHICH CONTROLS MOVEMENT OF RACKS SO ITEMS CAN BE PLACED OR REMOVED
TRY-ON ROOM
CASH REGISTER
CUSTOMER SERVICE COUNTER
* SEWING MACHINE

SPRUCE-UP CLEANERS

SPRUCE-UP CLEANERS

Important Physical Characteristics and Suggested Adaptations

1. Lavatory is located at rear of store, near pressing machines which should be off-limits for students.
2. Entire facility is on one floor.
3. Shop is very crowded. Aisles are narrow and work space is very cramped.
4. The fluffing machine blows hot air and should be off-limits.
5. Spotting board and dry cleaning machine are used with chemicals, and should be off-limits for students.
6. Front entrance/exit leads to a busy parking lot which is adjacent to a main road.
7. Rear emergency exit is in a crowded part of store.

JOB LIST

1. Dry Cleaner's Assistant
   - A. Mark clothes to be cleaned
   - B. Bag completed orders
   - C. Stock plastic bags
2. General Maintenance
   - A. Clean bathroom
   - B. Clean glass windows and doors
   - C. Collect garbage
   - D. Sweep floors
   - E. Mop floors

JOB ANALYSIS 1: Dry Cleaner's Assistant

Training Goal: Student will assist dry cleaner with simple tasks required for completing customer orders.

Required Tasks for Job Completion:

A. Mark clothes to be cleaned

B. Bag completed orders

C. Stock plastic bags

JOB ANALYSIS 1: Dry Cleaner's Assistant

TASK ANALYSIS A: Marking Clothes to be Cleaned

Environment: Dry Cleaner

Sub-Environment: Counter Area

Performance Objective: Student will put a number tag on each item brought by customers to be cleaned.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Tickets
2. Clothing to be dry cleaned
3. Number tags (markers)
4. Stapler

TA 1A: Marking Clothes to be Cleaned

Student:________________________ Date:__________

Trainer:____________________________________

Antecedent Cue: "Name, mark clothes."

Component Steps:

1. Walk to counter area for all items brought in to be cleaned, (e.g., slacks, vest, jacket)
2. Place items to be cleaned, onto counter
3. Place ticket, markers and stapler onto counter
4. Use one marker for each clothing item, making certain that all items in each order have markers with numbers
5. Grasp inside seam of item to be marked
6. Holding seam with one hand, use other hand to put marker over seam
7. Holding marker firmly on seam, position stapler so that marker is inside stapler
8. Press firmly on stapler
9. Continue stapling marker onto clothes until all items in that order have been marked.

JOB ANALYSIS 1: Dry Cleaner's Assistant

TASK ANALYSIS B: Bagging Completed Orders

Environment: Dry Cleaner

Sub-Environment: Bagging Area

Performance Objective: Student will collect and bag all items listed on a customer's ticket from rack of cleaned items.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Rack of cleaned items
2. Marked items to be put together
3. Ticket on clip hanging from rack
4. Bagging stand
5. Plastic bags
6. Stapler
7. Control button for rack movement

TA 1B: Bagging Completed Orders

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bag clothes."

Component Steps:

1. Walk to bagging area
2. Collect all items on rack of cleaned items which match last two numbers on ticket hanging from clip. (e.g., look for marker #72 for ticket M4072). If there are three items listed on ticket, three items must be found
3. When order is located, place each item close together on rack
4. Raise stand for bagging
5. One at a time, place all items for order being bagged onto bagging stand
6. Pull appropriate sized plastic bag to top of bagging stand
7. Separate layers of plastic to pull bag over all items to be bagged

8. Pull bag until hangers come through opening at top of bag
9. Rip off excess plastic from top of bag
10. Grasp ticket for order being bagged
11. Holding ticket in one hand, grasp stapler with other hand
12. Staple ticket to top of bag, being careful not to staple items inside bag
13. Push button on rack until number matching last two numbers on ticket is in front of self.
14. Place completed order on rack under correct number.

JOB ANALYSIS 1: Dry Cleaner's Assistant

TASK ANALYSIS C: Stocking Plastic Bags

Environment: Dry Cleaning Store

Sub-Environment: Bagging Area

Performance Objective: Student will stock bagging area with plastic bags, kept on a roller, as needed.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Plastic bags
2. Roller

TA 1C: Stocking Plastic Bags

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, get plastic bags."

Component Steps:

1. Walk to storage area for plastic bags of needed size
2. Remove roll of needed sized plastic bags from storage area
3. Carry new roll of plastic bags to bagging area
4. Place new roll of plastic bags onto floor
5. Lift bar over roll of plastic bags to be replaced
6. Slide empty roll off bar
7. Discard remains of empty roll into trash can
8. Lift new roll of plastic bags from floor
9. Lift bar to open position
10. Slide new roll of plastic bags onto bar
11. Lower bar to closed position.

JOB ANALYSIS 2: General Maintenance

Training Goal: Student will perform tasks required for cleaning various areas of the dry cleaning store.

Tasks Required for Job Completion:*

A. Clean Bathroom

B. Clean glass windows and doors

C. Collect garbage

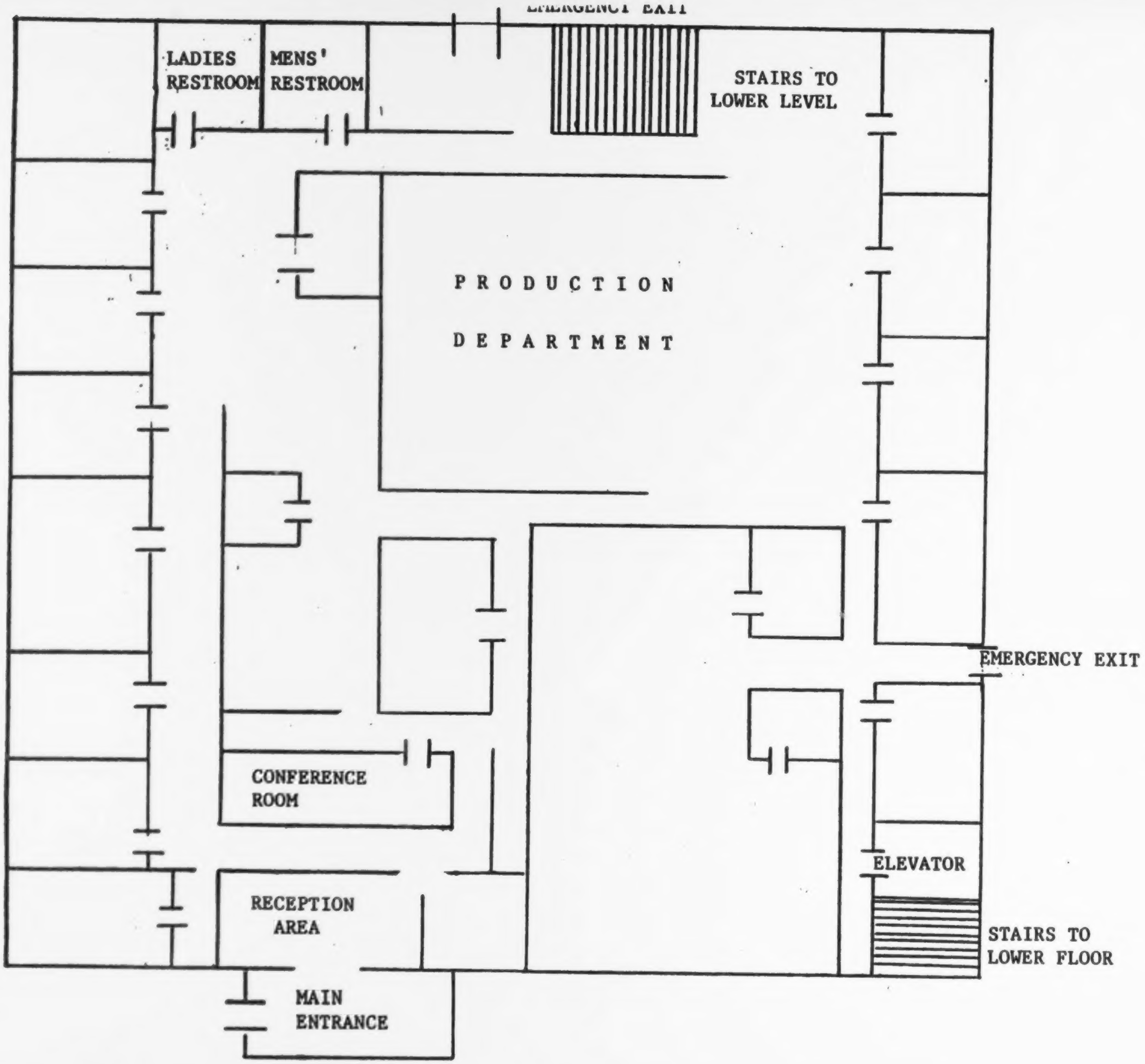
D. Sweep floors

E. Mop floors

*Refer to Generic Skills Section for task analyses of the above listed jobs.

ELECTRONICS PLANT

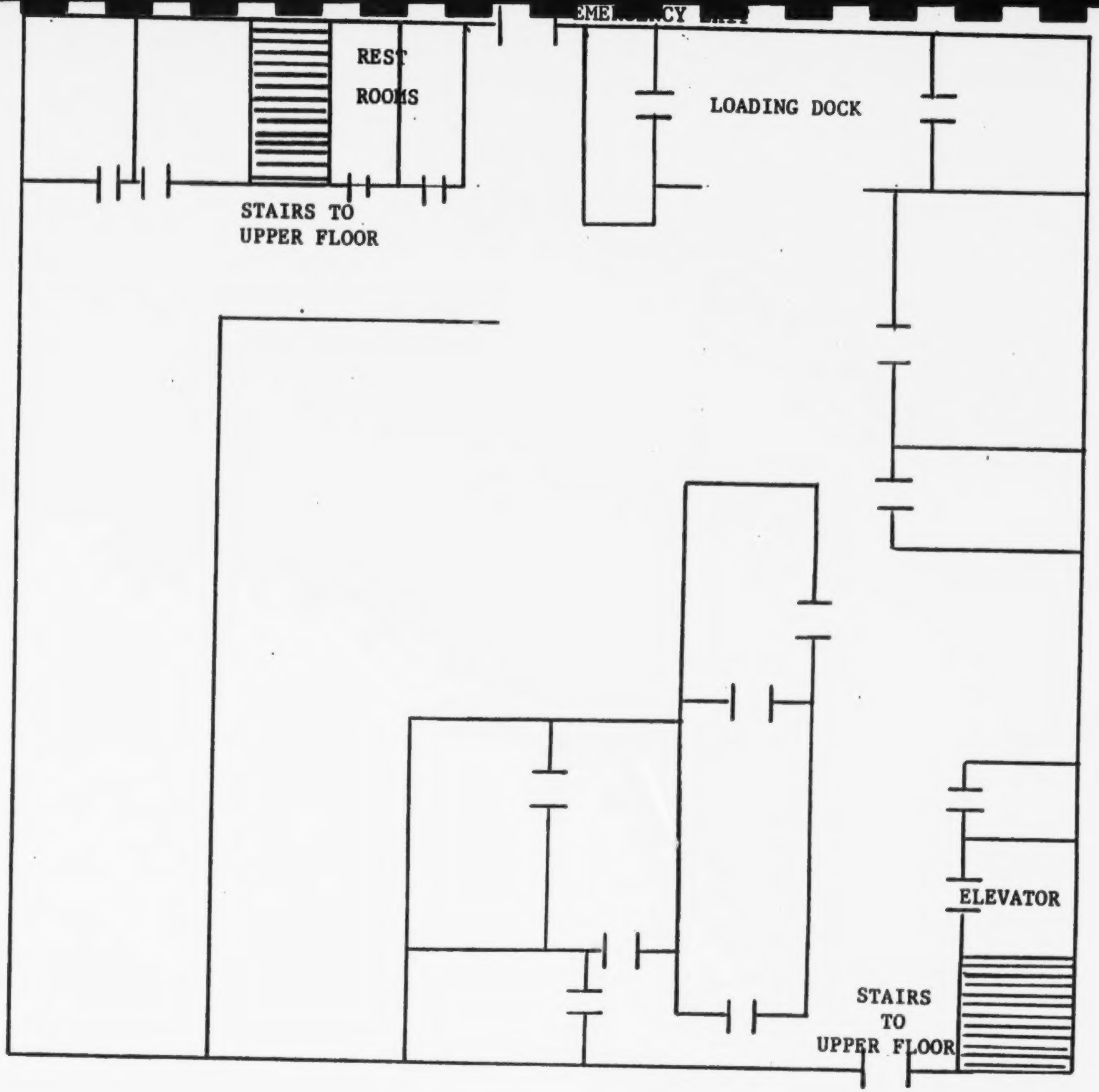
ELECTRONICS PLANT


EMERGENCY EXIT
LADIES RESTROOM
MENS' RESTROOM
STAIRS TO LOWER LEVEL
PRODUCTION DEPARTMENT
EMERGENCY EXIT
CONFERENCE ROOM
RECEPTION AREA
ELEVATOR
STAIRS TO LOWER FLOOR
MAIN ENTRANCE

SPELLMAN UPPER FLOOR

ELECTRONICS PLANT

SPELLMAN LOWER FLOOR


EMERGENCY EXIT
REST ROOMS
LOADING DOCK
STAIRS TO UPPER FLOOR
ELEVATOR
STAIRS TO UPPER FLOOR

SPELLMAN ELECTRONICS

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are conveniently located.
2. Work areas are on separate floors in a two-story building. There is an elevator, and stairs are without hazard.
3. Work areas are adequately sized, but not spacious.
4. Exits lead to quiet, confined area of industrial park.

JOB LIST

1. Wire Work
   - A. Cut wires for production workers
   - B. Use wire crimping machine
2. PC Boards
   - A. Spot masking
   - B. Bend PC Board components
3. Low Cost Modules (LCM)
   - A. Prepare cable for LCM modules
   - B. Stamp LCM can covers
   - C. Clean stamping machine
   - D. Assemble LCM cans
4. Labeling and Packaging
   - A. Tag battery kits
   - B. Assemble boxes
   - C. Pack electronic components

JOB ANALYSIS 1: Wire Work

Training Goal: Student will cut and crimp wires to assist coworkers.

Required Tasks for Job Completion:

A. Cut wires

B. Use wire crimping machine

JOB ANALYSIS 1: Wire Work

TASK ANALYSIS A: Cutting Wires for Production Workers

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will use a machine to cut wires of various sizes and colors to specified lengths, for use by workers in the production plant.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Spools of wire of various sizes and colors
2. Wire cutting machine
3. Stackable bin

TA 1A: Wire Cutting

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, cut wires."

Component Steps:

1. Walk to storage area for spools of needed size and color wire
2. Grasp end of desired wire
3. Pull wire until it reaches wire cutting machine
4. Release wire, allowing wire to rest on top of machine
5. To set machine for correct length, turn knob to desired number, (i.e., for 6″, turn dial at left of machine to #6)
6. To set machine for correct number of cut wires, turn knob at right of machine to desired number (i.e., for 100 pieces of wire, set dial to #100)
7. Press "release" button
8. Insert wire to feeder hole in left side of machine
9. Press "feed" button to lock wire into feeder
10. Push "on" switch
11. When all wires have been cut, place into stackable bins to be used by production workers.

JOB ANALYSIS 1: Wire Work

TASK ANALYSIS: B: Using Wire Crimping Machine

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will crimp wires, used by production workers, using previously threaded crimping machine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Wire crimping machine (previously threaded)
2. Wires to be crimped
3. Empty box

TA 1B: Using Wire Crimping Machine

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, crimp wires."

Component Steps:

1. Walk to wire crimping machine
2. Sit on chair, facing machine
3. Push "on" button at left of machine
4. Pick up one wire from pile next to machine
5. Insert designated end of wire into designated spot on machine as far as it goes
6. Push foot pedal to crimp wire
7. Remove wire from crimping machine
8. Place newly crimped wire into empty box.

JOB ANALYSIS 2: PC Boards

Training Goal: Student will assist with preparation of PC Boards

Required Tasks for Job Completion:

A. Spot masking

B. Bend PC board components

JOB ANALYSIS 2: PC Boards

TASK ANALYSIS A: Spot Masking of PC Boards

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will cover designated spots on PC boards with liquid rubber using a masked board and a squeeze bottle.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Squeeze bottle of liquid rubber with small hole in top
2. Previously masked PC board (model)
3. Unassembled PC board
4. Rack (newly masked PC boards stand in upright position until dry: also serves to store them until used.)

TA 2A: Spot Masking of PC Boards

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, spot-mask PC board."

Component Steps:

1. Walk to storage area for needed materials (unassembled PC board, liquid rubber)
2. Carrying needed materials, walk to work table
3. Place needed materials on counter
4. Grasp one PC board
5. Look at samples
6. Grasp bottle of liquid plastic
7. Holding bottle of liquid plastic over PC board to be masked, squeeze gently over designated spots
8. Place bottle of liquid plastic on counter
9. Place newly masked PC board on tray in upright position (to dry)
10. Continue to mask PC boards, until all PC boards to be masked have been masked.

JOB ANALYSIS 2: PC Boards

TASK ANALYSIS B: Bending Components for PC Boards (Manual)

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will bend and cut components of different types for use in PC board assembly, using a lead bender and a very small wire cutter.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill
5. Number recognition
6. Safety skills (wire cutter)

Materials/Resources:
1. Stackable bins, clearly labeled by number, which indicates contents of bin
2. Electronic components ("leads")
3. Lead bender

TA 2B: Bending Components for PC Board (Manual)

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bend and cut leads."

Component Steps:

1. Walk to storage area for needed size/type leads to be bent
2. Carrying leads, walk to work table
3. Grasp lead bender
4. Holding lead bender in one hand, use other hand to place body (beaded part) of lead into slot designated to give correct size
5. Transfer body, holding firmly in place on lead bender, so that both items are in same hand
6. Holding lead body firmly in place on lead bender with one hand, use other hand to press down sides of lead along side of lead bender
7. Holding lead body and lead bender with one hand, use other hand to grasp wire curtter
8. Holding lead body firmly in place on lead bender with one hand, use other hand (with wire cutter) to clip wire part of lead that hangs over bottom of lead bender

9. Place wire cutter onto work table
10. Transfer newly cut lead·from lead bender to correct storage bin by turning lead bender upside-down over bin
11. When all leads to be bent and cut have been placed into correct bins, bring bins to appropriate storage area.

JOB ANALYSIS 3: Low Cost Modules (LCM)

Training Goal: Student will prepare cables, stamp covers and assemble cans to assist coworkers with low cost modules.

Required Tasks for Job Completion:

A. Prepare cable

B. Stamp can covers

C. Clean stamping machine

D. Assemble cans

JOB ANALYSIS 3: Low Cost Modules (LCM)

TASK ANALYSIS A: Preparing Cable for (LCM) Modules

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will cut to size and strip a previously assembled cable using a measuring board, a wire cutter, and a wire stripper.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Safety skills (wire cutter)

Materials/Resources:
1. Work table
2. Box of uncut LCM cable (cable and plug pre-assembled)
3. Measuring board (slot for modules and all needed sizes are clearly indicated on board)
4. Wire cutter
5. Wire stripper
6. Empty box

TA 3A: Preparing Cables for LCM Modules

Student:______________________ Date:__________

Trainer:____________________________________

Antecedent Cue: "Name, prepare cables."

Component Steps:

1. Walk to storage area for needed materials (measuring board, cable)
2. Remove measuring board and cable from storage area
3. Carrying board and cable, walk to work table
4. Place board flat onto table
5. Place box of uncut LCM cable on table
6. Grasp one cable and insert cable between upright prongs on board
7. Look at decline on board's surface (decline indicates length to be cut.)
8. Holding end of cable (to leave room for cutting) with one hand, grasp wire cutter with other hand
9. Carefully aiming open end of wire cutter at decline on board's surface, cut cable by squeezing handles of wire cutter

10. Look at designated line on board's surface (line # 4)
11. Holding end of cable, with one hand, grasp wire stripper with other hand
12. Carefully aim open end of wire stripper at designated line on board's surface
13. Place cable inside both rows of large teeth, as close to end as possible
14. Hold cable firmly with one hand and use other hand to squeeze handles of stripper
15. Place newly stripped wire into empty box.

JOB ANALYSIS 3: Low Cost Modules (LCM)

TASK ANALYSIS B: Stamping Top Cover of LCM Case with Company Logo

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will stamp top cover of LCM cans with company logo, using a stamping machine and ink.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Stamping machine
2. Hand-held roller (ink roller)
3. Tube of ink
4. (Unassembled) top cover of LCM cans
5. Towel
6. Empty box

TA 3B: Stamping Top Cover of LCM Cans with Company Logo

Student:________________________________ Date:.__________

Trainer:____

Antecedent Cue: **"Name, stamp covers."**

Component Steps:

1. Walk to storage area for needed materials (roller, ink)
2. Remove roller and ink from storage area
3. Carrying roller and ink to stamping machine
4. Place roller and ink onto counter near machine
5. Pick up tube of ink
6. Remove cap from tube of ink
7. Place cap onto counter
8. Gently squeeze small amount of ink from tube onto round pad on stamping machine
9. Place tube onto counter
10. Lift ink roller
11. Move roller across round pad until ink is smooth and covers entire surface of round pad
12. Place roller onto paper towel on counter (towel is always on counter)

13. Pump handle of machine six times to coat rollers and stencil with ink
14. Pump handle two times to coat white pad with ink
15. Pick up one top cover of an LCM case
16. Holding side of can facing self with thumbs, line up top of can with top of newly stenciled logo
17. Pressing down firmly on top of can with thumbs, place fingers underneath white pad
18. To remove newly stamped top cover without smudging, gradually relax fingers while pressing bottom of newly stamped top cover with thumbs
19. Pump handle two times to coat white pad with ink
20. Place newly stamped top covers into empty box.

JOB ANALYSIS 3: Low Cost Modules (LCM)

TASK ANALYSIS C: Cleaning Stamping Machine

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will clean stamping machine with cleaning fluid and paper towels.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Stamping Machine
2. Hand-Held roller
3. Cleaning fluid
4. Paper towels
5. Trash can

TA 3C: Cleaning Stamping Machine

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean stamping machine."

Component Steps:

1. Using one hand to grasp bottle of cleaning fluid, use other hand to grasp paper towels
2. Squeeze cleaning fluid onto paper towel until towel is damp
3. Place cleaning fluid down onto counter
4. Wipe all inked surfaces with damp paper towel, pumping handle to bring out all sides of rollers
5. Discard soiled paper towel in trash can
6. Continue to use cleaning fluid and clean paper towels until all rollers, round pad, stencil ink roller and white have been completely wiped
7. Return all materials to designated storage place
8. Discard any remaining paper towels in trash can.

JOB ANALYSIS 3: Low Cost Modules (LCM)

TASK ANALYSIS D: Assembling LCM Cans

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will assemble LCM cans using 3 preformed, distinctly different, pieces.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Work table
2. Box of LCM can parts
3. Newly stamped tops of LCM cans
4. Empty box

TA 3D: Assembling LCM Cans

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, assemble LCM cans."

Component Steps:

1. Walk to storage area for needed materials (LCM can parts, empty box)
2. Carrying can parts and box, walk to work table
3. Place can parts and box onto work table
4. Using one hand to pick up side piece with screws, use other hand to pick up side piece with company logo
5. Place two pieces together by lining up side piece with screws inside side piece with company logo
6. Gently press two side pieces together until bottoms line up and four sides of can are made
7. Holding partially assembled can with one hand, so company logo is on top, use other hand to grasp small piece
8. Place one side of small piece into bottom of can
9. Push other side of small piece into bottom of can

10. Rap (bang lightly) bottom of can onto work table to insert all pieces
11. Place newly assembled LCM can into empty box
12. Continue to assemble LCM cans until all cans to be assembled have been placed into empty box
13. Return materials to storage area.

JOB ANALYSIS 4: Labeling and Packaging

Training Goal: Student will help to prepare items for shipment.

Required Tasks for Job Completion:

A. Tag Battery Kits

B. Assemble boxes

C. Package electronic components

D. Pack and seal boxes

JOB ANALYSIS 4: Labeling and Packaging

TASK ANALYSIS A: Tagging Battery Kits

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will attach tags to pre-assembled battery kits.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Work table
2. Boxes of pre-assembled battery kits
3. Tags
4. Box for tagged battery kits

TA 4A: Tagging Battery Kits

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, tag battery kits."

Component Steps:

1. Walk to work table
2. Sit on chair, facing box of battery kits to be tagged
3. Transfer one battery kit from box to table
4. Lift one tag
5. Open tag
6. Holding battery kit in one hand, use other hand to attach tag to designated part of battery kit
7. Twist tag to fasten
8. Fold tag flat against flat side of battery kit
9. Place battery kit in box for tagged battery kits.

JOB ANALYSIS 4: Labeling and Packaging

TASK ANALYSIS B: Box Assembly

Environment: Factory

Sub-Environment: Shipping Department

Performance Objective: Student will assemble, staple and tape boxes, to be used to ship materials.

Requisite Skills:
1: Fine and gross motor skills
2. Following directions
3. Attention to task
4. Sequencing skill
5. Knowledge of shapes (squares)
6. Number recognition

Materials/Resources:
1. Boxes to be assembled
2. Staple machine
3. Staples

TA 4B: Box Assembly

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make boxes."

Component Steps:

1. Walk to storage area for unassembled boxes
2. Remove one box from pile of unassembled boxes
3. Carry box to stapling machine and tape dispenser
4. Placing one hand between two sheets of cardboard, separating to make a square
5. Fold box at creases
6. Push down to form bottom of box which is now ready to be sealed
7. Using one hand to hold box bottom in place, lift box over stapling platform with other hand
8. Holding box so stapling platform is at place to be stapled, press foot pedal to staple bottom of box
9. Move box a few inches closer to back of stapling machine, and press foot pedal to staple bottom of box again

10. Using both hands, turn box around to staple other side
11. Continue to staple bottom of box until box has 4 staples across bottom
12. Remove box from stapling machine
13. Using one hand to hold bottom of box in place, use other hand to set tape dispenser for length needed
14. Press "on" button of tape dispenser
15. Using knee or elbow to keep box closed, grasp tape with both hands
16. Place tape onto correct place on box bottom and sides.

JOB ANALYSIS 4: Labeling and Packaging

TASK ANALYSIS C: Packaging Electronic Components

Environment: Factory

Sub-Environment: Production Department

Performance Objective: Student will package electronic components of various sizes into plastic bags and close bags using a stapler.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Stapler and staples
2. Plastic bags of various sizes
3. Electronic components of various sizes
4. Counter/desktop in production department

TA 4C: Packaging Electronic Components

Student:________________________________ Date:__________

Trainer:____

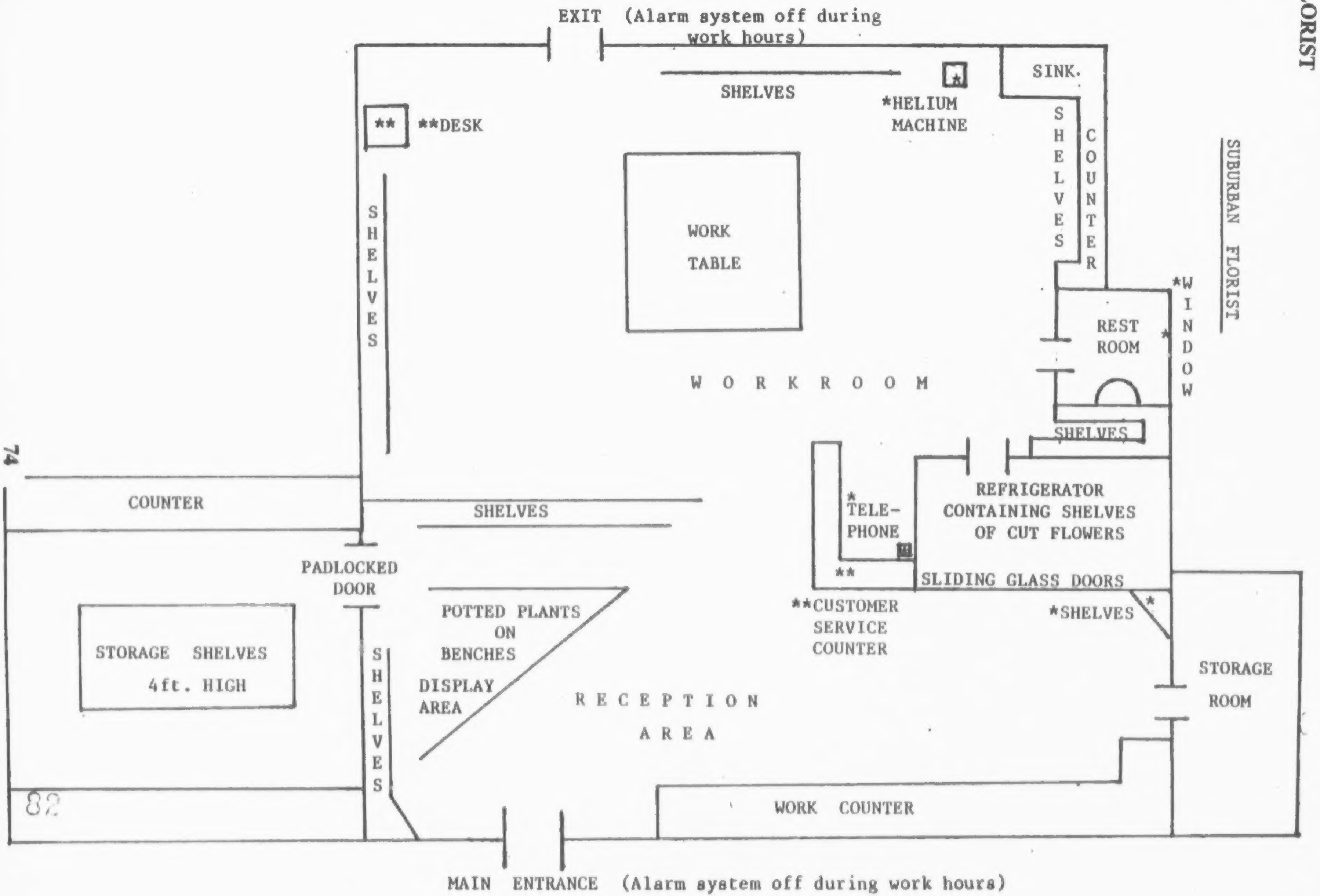
Antecedent Cue: "Name, package parts."

Component Steps:

1. Walk to storage area for needed materials (staples, components to be packaged)
2. Remove needed materials from storage area
3. Carrying materials, walk to counter/desktop
4. Place materials onto counter
5. Grasp one component to be packaged
6. Select plastic bag large enough for component to fit inside
7. Place component inside plastic bag
8. Fold open end of plastic bag, leaving space to put staple
9. Holding folded plastic bag with both hands, place folded part inside stapler
10. Holding folded part with one hand, press stapler with other hand

11. Continue packaging components into plastic bags until all components to be packaged have been packaged
12. Return unused staples and plastic bags to storage area
13. Place packaged components into their correct storage place.

FLORIST


EXIT (Alarm system off during work hours)
SHELVES
*HELIUM MACHINE
SINK
**
**DESK
SHELVES
COUNTER
SHELVES
WORK TABLE
SUBURBAN FLORIST
*WINDOW
REST ROOM
WORKROOM
SHELVES
COUNTER
SHELVES
*TELEPHONE
REFRIGERATOR CONTAINING SHELVES OF CUT FLOWERS
PADLOCKED DOOR
**
SLIDING GLASS DOORS
POTTED PLANTS ON BENCHES
**CUSTOMER SERVICE COUNTER
*SHELVES
STORAGE SHELVES 4ft. HIGH
SHELVES
DISPLAY AREA
RECEPTION AREA
STORAGE ROOM
WORK COUNTER
MAIN ENTRANCE (Alarm system off during work hours)

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SUBURBAN FLORIST

Important Physical Characteristics and Suggested Adaptations

1. There is one restroom with easy access.
2. Florist shop completely utilizes a small single-story building.
3. There are plants and benches holding plants on the floor, but there is adequate space to walk around them.
4. Sharp scissors and knives should be removed from work area prior to student's arrival.
5. Students should be aware of spray containers above sink. Some are harmless colorings; others are harmful (e.g., spray enamel)
6. All available wall space is used for storage. On some lower shelves, there are breakable items such as vases and bowls used for flower arrangements.
7. All exits are easily opened, leading to the florist's property, not to the road,. There is a 25-foot slope from the driveway to the main road.

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JOB LIST

1. Plant Care
    - A. Clean and dust plants
    - B. Water plants
2. Preparation of Fresh Flowers
    - A. Clean flowers
    - B. Prepare water buckets for cut flowers
3. Floral Arrangement
    - A. Prepare pots
    - B. Prepare flower vials
    - C. Fill balloons
    - D. Make bows
    - E. Wash flower pots
    - F. Assemble gift boxes
4. General Maintenance
    - A. Clean glass windows
    - B. Clean glass doors
    - C. Sweep floor
    - D. Mop floor
    - E. Stock shelves
    - F. Straighten shelves
    - G. Dust shelves
    - H. Collect and deposit garbage

5. Bathroom Maintenance
    - A. Clean Sink
    - B. Clean toilet bowl
    - C. Clean mirror

6. Grounds Maintenance

A. Weed

B. Rake leaves

C. Mow lawn

JOB ANALYSIS 1: Plant care

Training Goal: Student will clean and water plants.

Required Tasks for Job Completion:

A. Clean and dust plants

B. Water Plants*

*Refer to Generic Skills Section for this task analysis.

JOB ANALYSIS 1: Plant Care

TASK ANALYSIS A: Cleaning and Dusting Plants

Environment: Florist

Sub-Environment: Plant Section of Shop

Performance Objective: Student will clean and dust plants using leaf gloss and paper towels until plant leaves shine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Dusty Plants
2. Paper towels
3. Leaf gloss spray

TA 1A: Cleaning and Dusting Plants

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean plants."

Component Steps:

1. Walk to storage area for paper towels and leaf gloss
2. With both hands remove paper towel roll and bottle of leaf gloss from storage area
3. Carry paper towels and leaf gloss to plants which need to be cleaned
4. Place paper towels onto floor/counter
5. Spray leaf gloss onto plant leaves
6. Spray all leaves with leaf gloss
7. Place bottle of leaf gloss onto floor/counter
8. Pick up paper towels
9. Remove a few paper towels from roll of paper towels
10. Gently wipe plant leaves with paper towels

11. Wipe until plant is dry and shiny
12. Continue cleaning/dusting plants in shop until all plants are clean
13. To finish, throw used paper towels in garbage
14. Carry bottle of leaf gloss to its proper storage place
15. Place leaf gloss in its proper place.

JOB ANALYSIS 2: Preparation of Fresh Flowers

Training Goal: Student will perform all tasks to prepare fresh flowers for customer purchase.

Required Tasks for Job Completion:

A. Clean Flowers

B. Prepare of buckets of water for single fresh flowers

JOB ANALYSIS 2: Cut Flower Preparation

TASK ANALYSIS A: Cleaning Flowers

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will remove thorns, extra leaves, and stem bottoms from each fresh flower.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Flowers
2. Clipper
3. Trash can

TA 2A: Cleaning Flowers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean flowers."

Component Steps:

1. Walk to storage area for fresh flowers
2. Remove a batch of single flowers from storage area
3. Carry fresh flowers to work area
4. Place flowers onto table
5. Walk to storage area for clippers
6. Remove clippers from storage area
7. Carry clippers to table
8. Holding clippers appropriately in one hand, pick up one flower
9. Clip all thorns from flower
10. Clip all extra leaves from flower
11. Once all thorns and extra leaves are removed, clip off bottom of stem.

12. Continue clipping thorns, extra leaves, and stem bottoms, completing one flower at a time, until all are removed from flowers
13. Once all flowers have been cleaned and clipped, carry clippers to their appropriate storage place
14. Place clippers in their storage place
15. Walk back over to work table
16. Pick up all garbage with both hands
17. Carry all garbage to garbage pail
18. Deposit all garbage into garbage pail
19. Place flowers neatly on counter top until water buckets have been prepared. (Refer to TA-2B for water bucket preparation.)

JOB ANALYSIS 2: Cut Flower Preparation

TASK ANALYSIS B: Preparing Water Buckets for Cut Flowers

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will fill bucket with fresh water, add flower food to water and place flowers in solution in bucket.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Bucket
2. Flower Food Packet
3. Fresh flowers
4. Sink

TA 2B: Preparing Water Buckets For Cut Flowers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, prepare buckets for flowers."

Component Steps:

1. Walk to storage area for buckets and crystal flower food
2. Carry bucket and flower food to sink area
3. Place bucket onto counter
4. With both hands open up flower food container
5. Pour flower food into bucket, completely emptying packet
6. Once packet is emptied, throw it into the garbage
7. Turn on water to warm temperature
8. Place bucket under running water
9. Fill bucket half way with warm water
10. Remove bucket from under running water
11. Place bucket onto work table next to cleaned flowers

12. Turn off water
13. Walk to work area table
14. With both hands pick up bunch of flowers
15. Place all cleaned flowers into bucket
16. Pick up bucket with both hands
17. Carry bucket of freshly cleaned flowers to display area
18. Place bucket of flowers on customer counter.

JOB ANALYSIS 3: Floral Arrangement

Training Goal: Student will perform all tasks needed to prepare decorative pots to be used for floral arrangements.

Required Tasks for Job Completion:

A. Prepare pots

B. Prepare flower vials

C. Fill balloons

D. Make bows

E. Wash flower pots

F. Assemble gift boxes

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS A. Preparing Flower Pots

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will fill pots with styrofoam, oasis, and water to be used for flower arrangement.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Safety skills (carrying and using knife)

Materials/Resources:
1. Pots
2. Styrofoam (shredded)
3. Oasis
4. Tape
5. Trash can

TA 3A: Preparing Flower Pots

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, prepare pots for flower arrangements."

Component Steps:

1. Walk to storage place for boxes of arrangement pots
2. Remove one pot from box
3. Carry pot to work area
4. Remove plastic wrap from pot
5. Discard plastic wrap in trash can
6. Carry pot over to box of shredded styrofoam
7. Place pot into shredded styrofoam
8. Scoop shredded styrofoam into pot
9. Walk back to table
10. Place pot onto work table
11. Walk to storage area for boxes of green oasis
12. Remove one chunk of oasis from box
13. Carry oasis to sink area

14. Turn water on
15. Fill sink with water
16. Once sink is filled, turn off water
17. Place oasis into water, allowing it to soak for a few moments
18. While oasis soaks, walk to storage place
19. Remove knife from storage area
20. Carry knife carefully to table, with point down
21. Place knife onto table with point facing away from self
22. Walk to sink area
23. Remove wet oasis from sink
24. Carry oasis to work table
25. Place oasis onto table
26. With one hand pick up knife
27. Hold oasis in place with other hand
28. Cut oasis into 1 inch chunks
29. Once cut, place knife onto table with tip pointing away from self
30. Pick up cut oasis with both hands
31. Place wet oasis, with both hands, into pot
32. Press oasis down into flower pot

33. Walk to storage area for tape dispenser
34. Remove tape dispenser from storage area.
35. Carry tape dispenser to table
36. Place tape dispenser onto table
37. Press on tape dispenser handle to allow tape to roll off dispenser
38. Pull tape over oasis, securing oasis into pot
39. Place tape over oasis, securing oasis into pot
40. Carry prepared pot to storage table
41. Place pot on storage table.

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS B: Preparing Flower Vials

Environment: Florist Shop

Sub-Enviroment: Work Area

Performance Objective: Student will fill flower vial with fresh water and cap the vial for use in floral arrangements.

Requisite Skills:
1. Fine and gross motor skills
2. Following Directions
3. Attention to task

Materials/Resources:
1. Flower vials and caps
2. Bucket
3. Sink
4. Paper towels
5. Empty storage box

TA 3B: Preparing Flower Vials

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill flower vials."

Component Steps:

1. Walk to storage place for box of flower vials and roll of paper towels
2. Remove box of flower vials and paper towels from storage area
3. Carry box of flower vials and roll of paper towels to work table located in work area, and place onto table
4. Open box with both hands
5. Walk to storage area for bucket
6. Remove bucket from storage area and carry bucket to sink area
7. Place bucket onto counter
8. Turn on water
9. Pick up bucket and place it under the running water
10. Once bucket is filled with water, turn off the water and remove bucket from the sink
11. Carry bucket of water to work table and place onto work surface

12. Walk to storage area and remove boxes containing unused caps for flower vials
13. Take box of vial caps to work table
14. Open box and remove one bag of caps
15. Open bag carefully, and place onto work surface with open ends of bag facing upwards
16. Grasp one vial and remove from box
17. Place vial into bucket of water and hold it in the water until completely filled
18. Remove water filled vial from the bucket
19. Remove one vial cap from the bag and place cap onto the top of the water filled flower vial
20. Press cap firmly onto top of the vial
21. Place capped and water filled vial onto table
22. Remove a few pieces of paper towel from roll
23. Pick up water filled vial and wipe around the vial until completely dry
24. Place water filled, capped and dried flower vial into a box for storage, ready to be used.

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS C: Fill Balloons

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will fill balloons with helium, using a pumping machine, and tie end of each balloon to keep gas from escaping.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Helium tank attached to pumping machine
2. Balloon
3. 6 inch length of ribbon or clip made to close balloons

TA 3C: Fill Balloons

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill balloons."

Component Steps:

1. Walk to storage area for balloons
2. Remove one balloon from box
3. Carrying balloon, walk to helium machine
4. Using both hands to hold narrow end of balloon in open position, slide balloon onto tube (through which helium will escape from tank)
5. Push tube down into filling position
6. Press lever until balloon is filled with helium
7. Once balloon is filled, let go of lever to stop flow of helium
8. Gently squeeze balloon to make certain it is full
9. Using thumb and index finger, hold balloon closed while removing filled balloon from tube
10. While holding balloon closed with one hand, use thumb and index finger of other hand to gently stretch balloon, leaving room for trainer/helper to tie ribbon or attach clips to prevent helium from escaping

11. Give filled and sealed balloon to florist for use in arrangement
12. Return all items to their usual storage places.

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS D: Making Bows

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will make a row of bows, using a spool of ribbon and a stapler, to be used in floral arrangements.

Requisite skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Safety skills (holding scissors correctly, and using stapler properly)

Materials/Resources:
1. Spool of ribbon
2. Stapler
3. Staples
4. Scissors

TA 3D: Making Bows

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make bows."

Component Steps:

1. Walk to storeage area and collect spool of ribbon, stapler, box of staples, and pair of scissors
2. Remove items and carry them back to the work table (scissors must be held in one hand in the closed position with points facing downwards)
3. Place all the items on the work surface ensuring that the scissors are away from the edge of the table
4. Load the stapler with the staples and put the box of staples on the table away from the edge
5. Holding spool of ribbon on table with one hand grasp end of ribbon with other hand
6. Pull end of ribbon as far as hand reaches away from the spool
7. Holding ribbon a few inches from end, lift ribbon a few inches to make loop
8. Grasp center of loop
9. Continue lifting and grasping ribbon until there are eight loops

10. Once eight loops have been made, use both hands to place center of newly made loops into stapler
11. Once loops are in place to be stapled, remove one hand from center of loops
12. Place hand on top of stapler
13. Press down onto stapler, making bow by stapling loops in place
14. Without cutting ribbon, continue making bows until there are 12 bows, a few inches apart
15. Once 12 bows have been made, use scissors to cut string of bows from spool
16. Place string of bows on designated hook
17. Carry scissors, in safety position, back to storage area
18. Pick up spool of ribbon, stapler and staples and return all items to their usual places in storage area.

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS E: Washing Flower Pots

Environment: Florist Shop

Sub-Environment: Work Area

Performance Objective: Student will wash flower pots in sink using a sponge and soapy soapy water, making certain they look clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Sink with counter
2. Liquid soap
3. Sponge
4. Towel/paper towels
5. Dirty flower pots
6. Trash bin

TA 3E: Washing Flower Pots

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wash flower pots."

Component Steps:

1. Walk to storage and collect dirty flower pots, liquid soap, sponge and paper towels
2. Carry all the materials to sink in workroom and place on counter next to the sink
3. Place stopper in sink drain
4. Turn on water and fill sink
5. Once sink is filled, turn off water
6. Pour small amount of liquid soap into sink, replacing capped liquid soap container onto the counter
7. Place one dirty flower pot into the soapy water and proceed to clean the inside and outside of the flower pot, using the sponge in a circular movement
8. Remove cleaned flower pot from the soapy water and place onto counter by the sink
9. Continue to clean flower pots in the same manner, until all the dirty flower pots have been washed
10. Take out stopper from sink and let soapy water drain away

11. Rinse sink with cold water, moving faucet back and forth
12. Replace stopper in sink and refill sink with water
13. Taking one soapy flower pot at a time, dip it into clean water in sink
14. Move hand around inside and outside of the flower pot to rinse off soap
15. When all soap is rinsed off the flower pot, take out of the water and place onto counter
16. Continue rinsing the flower pots one at a time
17. When all flower pots have been rinsed, take out stopper from the sink to drain
18. Tear off some pieces of paper towel
19. Dry flower pots inside and outside, one a time, with paper towel, using a circular movement
20. After all pots have been dried, stack neatly
21. Carry used paper towels to trash bin and discard.

JOB ANALYSIS 3: Floral Arrangement

TASK ANALYSIS F: Assembling Gift Boxes

Environment: Florist Shop

Sub-Environment: Workroom

Performance Objective: Student will assemble top and bottom of long rectangular gift boxes for storage of long-stemmed roses.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Unassembled rose box (flat pieces of cardboard)

TA 3F: Assembling Gift Boxes

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put box together."

Component Steps:

1. Walk to storage area for rose boxes
2. Pick up two flat pieces of cardboard
3. Carring cardboard, walk to work table
4. Place cardboard on table, plain side up
5. Using both hands, grasp one side of one piece of cardboard
6. Fold piece of cardboard along fold line, while keeping cardboard on table
7. Continue to fold edges until all folds have been made on both pieces of cardboard
8. Using one hand, grasp one corner of one folded edge of cardboard
9. Holding one end with one hand, use other hand to lift nearest other corner of cardboard
10. Insert piece that sticks out into slot in other corner piece, making first corner
11. Continue making corners until both top and bottom of rose box have been assembled.

JOB ANALYSIS 4: General Maintenance

Training Goal: Student will perform janitorial tasks required to maintain florist shop.

Required Tasks for Job Completion:*

A. Clean glass windows

B. Clean glass doors

C. Sweep floor

D. Mop floor

E. Stocking shelves

F. Straightening shelves

G.Dusting shelves

H. Collect garbage

*Refer to Generic Skills Section for task analyses of the above listed jobs.

JOB ANALYSIS 5: Bathroom Maintenance

Training goal: Student will perform all tasks needed to entirely clean bathroom for employee and customer use.

Required Activities For Job Completion:*

A. Clean sink

B. Clean toilet bowl

C. Clean mirror

*Refer to Generic Skills Section for task analyses of the above listed jobs.

JOB ANALYSIS 6: Grounds Maintenance

Training Goal: Student will maintain outside area of florist shop in a neat and orderly fashion.

Required Tasks for Job Completion:*

A. Weeding

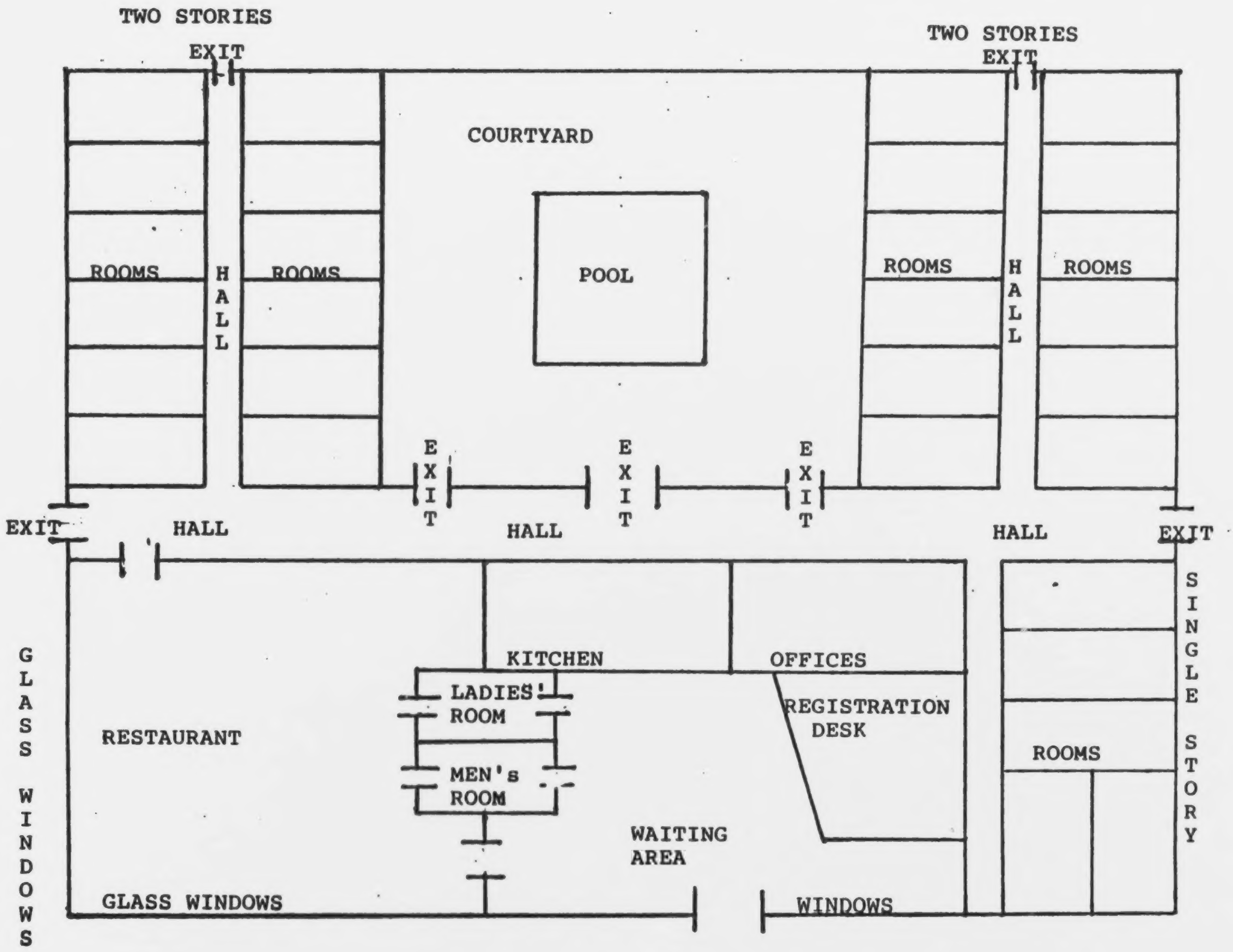
B. Raking leaves

C. Mowing lawn

*Refer to Generic Skills Section for task analyses of the above listed jobs.

HOTEL

HOTEL


TWO STORIES
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TWO STORIES
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COURTYARD
POOL
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HALL
EXIT
KITCHEN
OFFICES
LADIES' ROOM
MEN's ROOM
REGISTRATION DESK
RESTAURANT
ROOMS
SINGLE STORY
GLASS WINDOWS
GLASS WINDOWS
WAITING AREA
WINDOWS

HOTEL

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HOTEL/MOTEL

Important Physical Characteristics and Suggested Adaptations

1. There are many different areas/rooms in which students may be working. Time should be devoted to familiarizing students with the hotel layout.

2. All exits lead to a busy parking lot, which is close to a major road.

JOB LIST

1. Housekeeping Assistant
    - A. Dust lobby furniture
    - B. Wash glass windows and doors
    - C. Sweep floors
    - D. Mop floors
    - E. Vacuum carpets
    - F. Water plants
    - G. Make beds
    - H. Wash walls
    - I. Clean bathroom
    - J. Stock maid's cart
    - K. Stock front desk

2. Bathroom Maintenance for Hotel Guest Room
    - A. Cleaning sink
    - B. Cleaning toilet bowl
    - C. Cleaning mirror
    - D. Cleaning bathtub
    - E. Change towels

JOB ANALYSIS 1: Housekeeping Assistant

Training Goal: Student will assist staff housekeepers with indoor maintenance and cleaning tasks.

Required Tasks for Job Completion:

A. Clean lobby

B. Wash glass windows and doors*

C. Sweep floors*

D. Mop floors*

E. Vacuum Carpets*

F. Water Plant*

G. Make beds

H. Wash walls*

I. Stock maid's cart

J. Stock front desk

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 1: Housekeeping Assistant

TASK ANALYSIS A: Dusting Lobby Furniture

Environment: Hotel/Motel

Sub-Environment: Lobby

Performance Objective: Student will wipe dust off table and chairs in lobby.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Rubber gloves
2. Sponge
3. Furniture polish

TA 1A: Dusting Lobby Furniture

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, dust furniture."

Component Steps:

1. Walk to storage area for needed materials (sponge, furniture polish)
2. Remove materials from storage area
3. Carry materials to piece of furniture to be cleaned (e.g., table, bench, chair)
4. Spray entire surface with furniture polish
5. Place sponge onto wet surface
6. Clean surface by moving sponge from side to side until entire surface has been cleaned
7. Continue to spray and wipe furniture until all tables, and chairs have been cleaned
8. Carry sponge and polish to sink
9. Place polish onto counter
10. Turn on water, and place sponge under running water
11. Squeeze sponge, removing polish from sponge
12. Turn off water
13. Carry sponge and polish to storage area
14. Return sponge and polish to their storage places.

JOB ANALYSIS 1: Housekeeping Assistant

TASK ANALYSIS G: Making a Bed

Environment: Hotel

Sub-Environment: Hotel Bedroom

Performance Objective: Student will neatly and completely strip and remake a bed using clean bedding materials.

Requisite Skills:
1. Fine and gross motor skills
2. Follows directions
3. Attention to task

Materials/Resources:
1. Bed
2. Fitted sheet
3. Flat sheet
4. Pillow
5. Pillow case
6. Blanket

TA: 1G: Making a Bed

Student:______________________ Date:__________

Trainer:________________________________

Antecedent Cue: "Name, make bed."

Component Steps:

1. Remove blanket from bed
2. Place blanket near bed on empty chair or clean floor
3. Remove pillow from case
4. Place pillow on top of blanket
5. Place used pillow case on floor
6. Remove top and bottom sheets from bed
7. Place used sheets inside pillow case on floor
8. Pick up fresh fitted sheet and place sheet, right side up, flat on mattress
9. Pull 4 corners of sheet under mattress, one corner at a time
10. Place top flat sheet, with right side facing down, flat on top of fitted sheet
11. Take sides of flat sheet and tuck under mattress

12. Pick up blanket and place blanket over flat top sheet
13. Fold top of sheet over top of blanket, covering approximately 6 inches of blanket
14. Tuck sides of blanket under mattress
15. Pick up fresh pillow case
16. Pick up pillow and place on chest tucking under chin
17. Take pillow case into both hands
18. Hold pillow case
19. Open pillow case
20. Place pillow, inside case, on bed at head of bed
21. Pick up dirty linens
22. Carry dirty linens to appropriate recepticle (e.g., hamper)
23. Deposit linens in recepticle.

JOB ANALYSIS 2: Housekeeping Assistant

TASK ANALYSIS I: Stocking Maid's Cart

Environment: Hotel/Motel

Sub-Environment: Storage Area for Hotel Supplies

Performance Objective: Student will fill maid's cart with needed materials for cleaning hotel.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Maid's cart in need of supplies
2. Clean towels and wash cloths
3. Packages of soap
4. Plastic bags of various sizes
5. Miscellaneous items for customer use
6. Refills of various cleaning solutions

TA: 2I: Stocking Supplies on Maid's Cart

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put supplies on cart."

Component Steps:

1. Walk to maid's cart
2. Push cart to storage area for clean towels
3. Release cart near towel area
4. A few at a time, transfer towels from shelf to cart
5. Continue to transfer towels from shelf to cart until all sizes of towels are in place on cart
6. When all storage places on cart for towels have been filled, push cart to storage area for packages of soap
7. Release cart near soap area
8. A few at a time, transfer soap packages from shelf to cart
9. Continue to transfer packages of soap from shelf to cart until all sizes of soap are in place on cart
10. When all storage places on cart for soap packages have been filled, push cart to storage area for miscellaneous items (shampoo, shoe shine cloth, shower cap)

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11. Release cart near storage area for miscellaneous items
12. Transfer packaged items from shelf to cart, a few at a time
13. Continue to transfer packages of miscellaneous items from shelf to cart until all needed items are in place on cart
14. When all storage places on cart for miscellaneous items have been filled, push cart to storage area for plastic bags
15. Release cart near plastic bag storage area
16. Grasp one large plastic garbage bag
17. Holding plastic bag with one hand, use other hand to open bag
18. Placing both hands on opened plastic garbage bag, hook back and sides of bag on frame for garbage bag on maid's cart
20. When storage place for small plastic garbage bags has been filled, push cart to storage area for cleaning materials.
21. Release cart near cleaning solutions
22. Replace empty bottles of cleaning solution with full bottles from shelf
23. Discard empty bottles of cleaning solution
24. Push filled cart to storage area for cart.

JOB ANALYSIS 1: Housekeeping Assistant

TASK ANALYSIS J: Stocking Front Desk

Environment: Hotel/Motel

Sub-Environment: Reception Area

Performance Objective: Student will stock shelves at front desk with needed office supplies.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Box of needed items
2. Clearly defined storage areas for paper, pens and other office supplies at reception area

TA 1J: Stocking Front Desk in Hotel

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: **"Name, stock office supplies."**

Component Steps:

1. Examine desk storage shelf to determine which items are needed
2. Walk to storage area for office items (pens, paper, envelopes etc.)
3. Remove box of needed items from shelf
4. Carry box to storage shelf in reception area
5. Remove several of the needed items from box
6. Place items in correct place on storage shelf
7. Continue to place items, a few at a time, into correct place on shelf, until box is empty
8. Discard empty box
9. Continue to examine desk shelf and get needed items from storage area until desk shelf is completely stocked.

JOB ANALYSIS 2: Bathroom Maintenance for Hotel Guest Room

Training Goal: Student will clean and straighten bathroom, cleaning utilities, removing soiled/used towels, and replacing towels neatly.

Required Tasks for Job Completion:

A. Clean sink*

B. Clean toilet bowl*

C. Clean mirror*

D. Clean bathtub

E. Change towels

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 2: Bathroom Maintenance for Hotel Guest Room

TASK ANALYSIS A: Cleaning Bathtub

Environment: Hotel/Motel

Sub-Environment: Bathroom in Guest Room

Performance Objective: Student will clean bathtub, using cleanser and sponge, until bathtub looks clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Disinfectant cleanser (e.g.; Comet, Ajax)
2. Sponge
3. Paper towels
4. Bathtub

TA 2A: Cleaning Bathtub

Student:________________________ Date:__________

Trainer:______________________________________

Antecedent Cue: "Name, clean bathtub."

Component Steps:

1. Walk to storage place for cleanser, paper towels, and sponge
2. Remove cleanser, paper towels and sponge from storage area
3. Carry cleanser, paper towels and sponge to bathtub
4. Sprinkle entire surface of bathtub with cleanser
5. Place cleanser onto counter
6. Turn on hot and cold water
7. Place sponge under running water
8. Remove sponge form under water
9. Squeeze sponge over bathtub, removing excess water
10. Wipe bathtub area with sponge, cleaning bathtub
11. Once bathtub has been cleaned, rinse sponge under running water
12. Remove sponge from running water
13. Squeeze out excess soap/water from sponge
14. Place sponge onto counter

15. Turn off water
16. Pick up roll of paper towels
17. Dry bathtub with paper towels
18. Once bathtub has been dried, throw paper towels into garbage
19. Walk to storage area for cleanser
20. Place cleanser and sponge in storage place.

JOB ANALYSIS 2: Bathroom Maintenance for Hotel Guest Room

TASK ANALYSIS B: Changing Towels

Environment: Hotel/Motel

Sub-Environment: Bathroom in Guest Room

Performance Objective: Student will remove soiled towels from guest's bathroom and will put clean towels in their place.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Maid's cart
2. Supply of clean towels
3. Soiled towels

TA 2B: Changing Towels

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, change towels."

Component Steps:

1. Walk to maid's cart in hall for clean towels
2. Remove correct number and size of towels to replace soiled ones in bathroom
3. Carrying clean towels to counter in bathroom
4. Place clean towels on counter
5. Remove soiled towels from towel storage place in bathroom
6. Carry soiled towels from bathroom and deposit in bag for soiled linen on maid's cart
7. Walk to counter where clean towels have been placed
8. Place clean towels on towel bars in bathroom
9. Place clean, extra towels on rack in bathroom.

INDUSTRIAL

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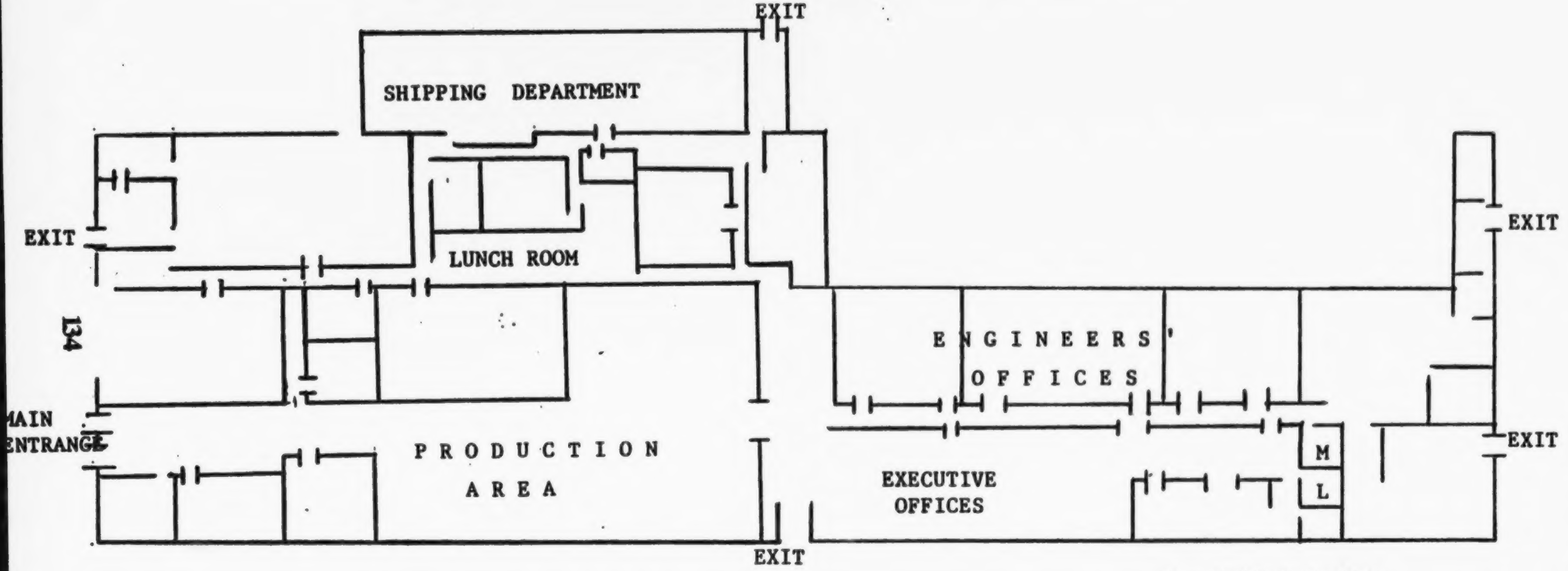
EXIT
SHIPPING DEPARTMENT
LUNCH ROOM
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EXIT
ENGINEERS' OFFICES
AIN
NTRANCE
PRODUCTION AREA
EXECUTIVE OFFICES
M
L
EXIT
EXIT

M = MENS RESTROOM
L = LADIES RESTROOM

FMI MOTORS

PMI MOTORS

Important Physical Characteristics and Suggested Adaptations

1. Due to insurance requirements, all students placed at this work site must be 18 years of age or older.
2. Shipping/production areas are spacious and relatively quiet.
3. Lavatories are located in two convenient areas of building, and are spacious.
4. Exits are clearly marked and are visible throughout building.
5. Exits lead to contained parking areas which border a low-traffic road.

JOB LIST

1. Bathroom Maintenance
    - A. Clean Mirror
    - B. Clean Sink
    - C. Clean toilet bowl

2. Packaging
    - A. Assemble boxes
    - B. Pack boxes with styrofoam
    - C. Seal boxes
    - D. Package electronic components
    - E. Bag motor armatures
    - F. Pack motors

3. Electronic Work
    - A. Cut wires
    - B. Bond copper armatures
    - C. Cut fiberglass insulators
    - D. Bend components for PC boards
    - E. Mask PC board
    - F. Install PC board turrets
    - G. Assemble motor magnets

4. Product Labeling
   - A. Make stencils
   - B. Use stencils to label products
   - C. Apply serial numbers to products

5. Loading and Moving Pallets
   - A. Load pallets
   - B. Move loaded pallets

JOB ANALYSIS 1: Bathroom Maintenance

Training Goal: Student will perform all tasks needed to entirely clean bathrom for employee and visitor use.

Required Tasks for Job Completion:*

A. Clean Sink

B. Clean Toilet

C. Clean Mirror

*Refer to Generic Skills Section for task analyses of the above listed jobs.

JOB ANALYSIS 2: Packaging

Training Goal: Student will assemble, fill and close boxes and bags of materials for shipping.

Required Tasks for Job Completion:

A. Assemble boxes

B. Pack boxes with styrofoam

C. Seal boxes

D. Package electronic components

E. Bag motor armatures

F. Package motors

JOB ANALYSIS 2: Packaging

TASK ANALYSIS A: Box Assembly

Environment: Industrial Park

Sub-Environment: Shipping Department

Performance Objective: Student will assemble, staple and tape boxes, to be used to ship materials.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Sequencing skill
5. Knowledge of shapes (squares)
6. Number recognition

Materials/Resources:
1. Boxes to be assembled
2. Staple machine
3. Staples

TA 2A: Box Assembly

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make boxes."

Component Steps:

1. Walk to storage area for unassembled boxes
2. Remove one box from pile of unassembled boxes
3. Carry box to stapling machine and tape dispenser
4. Placing one hand between two sheets of cardboard, separating to make a square
5. Fold box at creases
6. Push down to form bottom of box which is now ready to be sealed
7. Using one hand to hold box bottom in place, lift box over stapling platform with other hand
8. Holding box so stapling platform is at place to be stapled, press foot pedal to staple bottom of box
9. Move box a few inches closer to back of stapling machine, and press foot pedal to staple bottom of box again

10. Using both hands, turn box around to staple other side
11. Continue to staple bottom of box until box has 4 staples across bottom
12. Remove box from stapling machine
13. Using one hand to hold bottom of box in place, use other hand to set tape dispenser for length needed
14. Press ‘‘on’’ button of tape dispenser
15. Using knee or elbow to keep box closed, grasp tape with both hands
16. Place tape onto correct place on bottom and sides.

JOB ANALYSIS 2: Packaging

TASK ANALYSIS B: Packing Boxes

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will pack and seal boxes of various items, using styrofoam peanuts.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Concept of "full"

Materials/Resources:
1. Newly assembled boxes
2. Box of styrofoam peanuts
3. Scoop
4. Platform
5. Items to be shipped

TA 2B: Packing Boxes

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, pack boxes."

Component Steps:

1. Walk to storage area for assembled boxes
2. Grasp one box
3. Carrying box, walk to loaded pallet of items to be boxed
4. One at a time, place requested number of items into box
5. When all items requested have been placed inside box, bring to platform
6. Use scoop to fill box with styrofoam peanuts*
7. Seal filled box.

*Two adaptions to this task are analyzed on the following pages:

(a) Packing boxes with styrofoam peanuts using gravity feeder.

(b) Packing boxes using liquid styrofoam

TA 2B: Packing Boxes

Adaptation a: Using gravity feeder to pack boxes with styrofoam peanuts

1. Take assembled box to gravity feeder
2. Place box under nozzle of gravity feeder
3. Holding box with one hand, use other hand to pull string, allowing styrofoam peanuts to fall from gravity feed into box
4. Once filled to half way mark, carry box to work table
5. Walk to loaded pallet of items to be boxed
6. Carrying items to be boxed, walk to work table
7. Place items to be boxed on work table
8. One at a time, place items to be boxed into box
9. When all items to be boxed have been placed inside box, bring box to gravity feed
10. Use gravity feed to fill box with styrofoam peanuts
11. Seal filled box.

TA 2B: Packing Boxes

Adaptation b: Packing boxes using liquid styrofoam

1. Walk to storage area for assembled boxes
2. Grasp one box
3. Carrying box, walk to loaded pallet of items to be boxes
4. Place single item to be shipped into box
5. When single item has been placed inside box, walk to platform, carrying box
6. Place box onto platform
7. Grasp hose of liquid styrofoam machine
8. Place nozzle of hose over empty part of box
9. Holding nozzle of hose over empty part of box, press foot pedal, allowing liquid styrofoam to fill box
10. When box has been filled, remove foot from pedal
11. Seal box.

JOB ANALYSIS 2: Packaging

TASK ANALYSIS C: Sealing Boxes with Tape

Environment: Industrial Plant

Sub-Environment: Shipping Department

Requisite Skills:
1. Fine and gross motor skillls
2. Following directions
3. Attention to task

Materials/Resources:
1. Filled boxes
2. Automatic tape dispenser (which dispenses pre-moistened tape of requested length, in inches)
3. Tape

TA 2C: Sealing Boxes with Tape

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, seal boxes."

Component Steps:

1. Place newly packed box on platform
2. Set tape dispenser for length needed
3. Press "on" button
4. Using knee or elbow to keep box closed, grasp tape with both hands
5. Place sealed box into pallet.

JOB ANALYSIS 2: Packaging

TASK ANALYSIS D: Packaging Electronic Components

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will package electronic components of various sizes into plastic bags and close bags using a stapler.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Stapler and staples
2. Plastic bags of various sizes
3. Electronic components of various sizes
4. Counter/desktop in production department

TA 2D: Packaging Electronic Components

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, package parts."

Component Steps:

1. Walk to storage area for needed materials (staples, components to be packaged)
2. Remove needed materials form storage area
3. Carrying materials, walk to counter/desktop
4. Place materials onto counter
5. Grasp one component to be packaged
6. Select plastic bag large enough for component to fit inside
7. Place component inside plastic bag
8. Fold open end of plastic bag, leaving space to put staple
9. Holding folded plastic bag with both hands, place folded part inside stapler
10. Holding folded part with one hand, press stapler with other hand

11. Continue packaging components into plastic bags until all components to be packaged have been packaged
12. Return unused staples and plastic bags to storage area
13. Place packaged components into their correct storage place.

11. Continue bagging armatures until all armatures on dowel have been bagged
12. Return stapler to usual storage place.

JOB ANALYSIS 2: Packaging

TASK ANALYSIS E: Bagging Motor Armatures

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will bag motor armatures and close bag with stapler.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Motor armatures stacked on wooden dowels
2. Plastic bags
3. Stapler
4. Work table

TA 2E: Bagging Motor Armatures

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bag armatures"

Component Steps:

1. Walk to storage area for motor armatures, stacked on wooden dowels
2. Carry armatures to work table
3. Place armatures on work table
4. Remove one plastic bag from storage area on work table
5. Transfer stapler from usual storage place on work table to front of work table
6. Holding plastic bag in one hand, use other hand to transfer one armature from dowel to bag
7. Fold plastic bag to leave room for staple
8. With one hand on each side of plastic bag, place folded end inside stapler
9. Press down on stapler
10. Remove newly bagged armature from stapler and place on work table to be boxed

JOB ANALYSIS 2: Packaging

TASK ANALYSIS F: Packaging Motors

Environment: Industrial Plant

Sub-Enironment: Shipping Department

Performance Objective: Student will package newly assembled motors in pre-formed styrofoam packaging, and then bind the packages using an automated nylon strapping machine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Newly assembled motor
2. Pre-formed styrofoam packaging
3. Newly packaged motor
4. Automated strapping machine

TA 2F: Packaging Newly Assembled Motors

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, package motors."

Component Steps:

1. Walk to work counter for newly assembled motors and pre-formed styrofoam packaging
2. Pick up newly assembled motors
3. Holding newly assembled motor in one hand, use other hand to pick up one half of pre-formed styrofoam packaging
4. Place motor into packaging in sideways position
5. Carefully, position wires at side of motor so as not to be between motor and packaging
6. Still holding half-packaged motor in one hand, use other hand to pick up other half of pre-formed styrofoam packaging
7. Place other half of packaging over half-packaged motor
8. Holding two halves of packaging firmly around motor, walk to strapping machine

9. Place packaged motor on designated area at strapping machine in position shown
10. At the same time, push foot pedal and let go of packaged motor
11. Transfer packaged motor from first position to second position, turning package around to strap other side
12. Let go of packaged motor
13. Push foot pedal
14. Place packaged motor in box.

JOB ANALYSIS 3: Electronic Work

Training Goal: Student will assist production workers in simple electronic tasks.

Required Tasks for Job Completion:

A. Cut wires

B. Bond copper armatures

C. Cut fiberglass insulators

D. Bend components for PC boards

E. Mask PC board

F. Install PC board turrets

G. Assemble motor magnets

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS A: Cutting Wires for Production Workers

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will use machine to cut wires of various sizes and colors to specified lengths, for use by workers in the production plant.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Spools of wire of various sizes and colors
2. Wire cutting machine
3. Stackable bin

TA 3A: Wire Cutting

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, cut wires."

Component Steps:

1. Walk to storage area for spools of needed size and color wire
2. Grasp end of desired wire
3. Pull wire until it reaches wire cutting machine
4. Release wire, allowing wire to rest on top of machine
5. To set machine for correct length, turn knob to desired number, (e.g., for 6″, turn dial at left of machine to #6)
6. To set machine for correct number of cut wires, turn knob at right of machine to desired number (e.g., for 100 pieces of wire, set dial to #100)
7. Press "release" button
8. Insert wire to feeder hole in left side of machine
9. Press "feed" button to lock wire into feeder
10. Push "on" switch
11. When all wires have been cut, place into stackable bins to be used by production workers.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS B: Bonding Copper Armatures

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will bond two copper armatures with fiberglass insulator, using bonding turntable.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Concept of "empty"

Materials/Resources:
1. Multipress bonding turntable
2. Copper (armature) plates
3. Fiberglass insulator

TA 3B: Bonding Copper Armatures

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bond armatures."

Component Steps:

1. Walk to storage area for needed materials (copper plates, fiberglass insulators)
2. Carrying materials, walk to bonding turntable
3. Open box of copper plates
4. Remove one stack of copper plates, and place on machine on counter
5. Place one stack of fiberglass insulators on counter next to copper plates
6. Sit down in front of machine
7. Turn machine to "on" position by depressing green button
8. Pick up one copper plate, and place copper plate onto rotor in first position
9. Grasp metal disc, placing metal disc over outside part of rotor
10. Pick up one fiberglass insulator from stack

11. Place fiberglass insulator onto solid portion of copper plate
12. Remove metal disc from rotor
13. Pick up second copper plate and place onto rotor in second position
14. To activate machine, use two index fingers to press green buttons on both sides of machine
15. Once machine is activated, and turntable moves to an automatic heat bonding press, fill next position on turntable
16. Once all positions on turntable have been filled, remove finished product from first position
17. One at a time, continue assembling and stacking finished product until box of copper plates is empty.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS C: Cutting Patterned Fiberglass insulators

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will cut designated number of fiberglass insulators of specific size for bonding of armatures, using a die and a cutting machine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Sheets of fiberglass insulation
2. Wooden die of specified size
3. Cutting machine
4. Empty box

TA 3C: Cutting Patterned Fiberglass Insulators

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, cut fiberglass insulators."

Component Steps:

1. Walk to cutting machine for fiberglass insulators
2. Standing in front of machine, bend and grasp a roll of fiberglass insulation
3. Pull designated amount from roll
4. Use cutting edge to cut designated sized sheet of fiberglass insulation
5. Place sheet of fiberglass insulation onto work surface of cutting machine
6. Fold sheet of fiberglass insulation in half, lengthwise
7. Rip, tear or cut sheet of fiberglass insulation onto designated area of work surface
8. Place two long, narrow sheets of fiberglass insulation onto designated area of work surface
9. Grasp wooden die of specified size
10. Place die on one end of fiberglass insulation

11. Move arm of cutting machine to space above wooden die
12. Keeping hands away from work table, push lever on front of cutting machine, cutting two fiberglass insulators
13. Move arm away from work surface
14. Transfer wooden die from newly made fiberglass insulators to uncut part of fiberglass sheets
15. Transfer newly made fiberglass insulators from work table to empty box
16. Continue to make fiberglass insulators until designated number have been made and placed into box
17. Discard unused fiberglass insulation
18. Carrying box of newly made fiberglass insulators, walk to storage area
19. Place box of fiberglass insulators in usual storage place.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS D: Bending Components for PC Boards

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will use a machine to bend components of different types for use in PC board assembly.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills
5. Number recognition

Materials/Resources:
1. Stackable bins, clearly labelled by number, (to indicate contents of bin)
2. Electronic components, (called "leads"), uncut, glued to paper in railroad track fashion

TA 3D: Bending Components for PC Boards

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bend leads"

Component Steps:

1. Walk to storage area for components
2. Carry uncut components, to bending machine
3. Holding first component with two fingers on each side, insert beaded part of component into slot on top of bending machine
4. Being careful not to separate components from paper, slide components down to bottom of slot
5. Push "on" button
6. When all components have fallen into bin under machine, place into appropriate bins to be used for PC board assembly.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS E: Masking PC Boards

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will cover special parts of PC boards with mold sealant using a frame and a squeeze bottle.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Squeeze bottle of mold sealant
2. Masking frame (wooden box, having screens cut in such a way that sealant will cover certain spots on PC board and not contact hand of worker)
3. Unassembled PC board

TA 3E: Masking PC Boards

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, mask PC board."

Component Steps:

1. Walk to storage area for needed materials (unassembled PC board, mold sealant)
2. Carry materials, to masking frame
3. Place materials on counter
4. Open masking frame, and leave in open position
5. Place unassembled PC board onto pegs inside frame
6. Place screen over PC board
7. Open bottle of mold sealant
8. Holding opened bottle of mold sealant over holes in screen, squeeze a small amount over each area to be masked
9. Close masking frame
10. Using one hand, smear mold sealant over area to be masked
11. When mold sealant has dried, open masking frame
12. Remove PC board from inside of frame.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS F: Installing PC Board Turrets

Environment: Industrial Plant

Sub-Environment: Installing PC Board Turrets

Performance Objective: Student will place turrets on special places in PC boards, using a plate designed to prevent placement error, and a puncher.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Turret fixture (plate designed to prevent error in placement of turrets on a PC board)
2. Puncher (device used to push items too small to be hammered down)
3. Unassembled PC Board
4. Turrets (pegs which are installed on PC boards to protect components)

TA 3F: Installing PC Boards Turrets

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, punch turrets."

Component Steps:

1. Walk to storage area for needed materials (turrets, plate)
2. Carry materials to counter
3. Place materials onto counter
4. Turn turret fixture so holes for turrets are easily seen
5. One at a time, place turrets into holes on plate
6. Place PC board onto plate by fitting turrets in their correct holes on PC board
7. Grasp puncher
8. Carefully place narrow end of puncher on top of turret
9. Push puncher to flatten turret
10. Continue to punch turrets until all turrets have been flattened.

JOB ANALYSIS 3: Electronic Work

TASK ANALYSIS G: Assembling Motor Magnets

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will assemble motor magnets, using primer, glue, and a magnet assembly machine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Counting skill

Materials/Resources:
1. Magnet assembly machine
2. Assembled box containing plates, for assembly of motor magnets
3. Magnet guides
4. Swabs
5. Primer in jar
6. Glue in plastic squeeze bottle
7. Magnets (doughnut shaped)

TA 3G: Motor Magnet Assembly

Student:______________________ Date:__________

Trainer:__________________________________

Antecedent Cue: "Name, assemble magnets."

Component Steps:

1. Walk to magnet assembly area (work to be done is stored in this area, and all needed materials are at hand)
2. Sit in front of machine
3. Grasp box containing six plates for assembly of motor magnets
4. Place box in front of self
5. Select six guides from box near machine
6. Place one guide inside each plate in box in position shown
7. Pick up one magnet
8. Holding magnet in one hand, use other hand to pick up swab for primer
9. Dip swab into jar of primer
10. Rub entire surface of magnet with primer
11. Place magnet onto work space

12. Grasp plastic squeeze bottle of glue
13. Squeeze very small amount in single circle/line all around magnet
14. Carefully transfer magnet, glue side down, onto plate in box in front of self
15. Grasp cleaning swab
16. Use swab to remove any excess glue from plate, guide, and/or magnet
17. Place newly assembled and glued motor magnet onto designated place on machine
18. Press ''on'' button on front of machine
19. Continue to assemble and glue motor magnets until six chosen magnets have been glued
20. One by one, transfer glued and dried magnets from magnet assembly machine to box in front of self
21. When last motor magnet is removed from machine, transfer box from front of self to stack of finished work.

JOB ANALYSIS 4: Product Labeling

Training Goal: Student will prepare and apply labels to identify finished products.

Required Tasks for Job Completion:

A. Make stencils

B. Use stencils to label products

C. Apply serial number to products

JOB ANALYSIS 4: Labeling Products

TASK ANALYSIS A: Making Stencils

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will make a 4-line stencil using cardboard and manually operated stencil machine.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading skill (number and letter recognition/copying)

Materials/Resources:
1. Four-line (or less) message or address to be stenciled
2. Cardboard for stencil
3. Manually operated stencil machine

TA 4A: Making Stencils

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make stencil."

Component Steps:

1. Walk to storage area for messages/addresses to be stenciled
2. Carrying message to be stenciled, walk to stencil machine
3. Holding message in one hand, use other hand to transfer cardboard stencil from storage area under machine to designated area on machine surface
4. Push movable part of machine surface to starting posiiton
5. Find first letter/number to be stenciled on message
6. Turn dial to letter/number which corresponds to first letter/number of message or address to be stenciled
7. Push lever to cut out first letter
8. Continue cutting out letters, numbers and spaces, until first line of message has been cut out

9. Push movable part of machine surface to starting position
10. Move dial which indicates line from line 1 to line 2
11. Cut out letters, numbers and spaces, until second line of message has been cut out
12. Continue to make letters until entire message has been cut out.

Note: When stencil has been made, it is ready to be filed or used.

JOB ANALYSIS 4: Labeling Products

TASK ANALYSIS B: Using Stencils

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will use 4-line (or less) stencil and ink roller to print message or address on box to be shipped, or other surface, as designated by supervisor.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading skill
5. Filing skill

Materials/Resources:
1. Prepared stencil
2. Box or other surface to receive printed message or address
3. Ink roller
4. Ink pad with ink (pre-inked)
5. Work table

TA 4B: Using Stencil

Student:______________________ Date:__________

Trainer:______________________________________

Antecedent Cue: "Name, use stencil."

Component Steps:

1. Walk to storage area for needed materials (newly or previously made stencil, ink roller, box or surface to receive printed message or address)
2. Carry needed materials to work table or loaded pallet of boxes to be printed with same address
3. Place materials on flat surface
4. Grasp ink roller
5. Place ink roller on pre-inked pad
6. Roll ink roller back and forth, filling roller with ink
7. Holding ink roller away from self, transfer stencil to be used from flat surface to side of box or other surface to receive printed message or address
8. Roll ink roller back and forth over stencil, printing message or address
9. Continue to print messages or addresses until all surfaces to receive message or address have been stenciled
10. Return needed materials to storage area.

JOB ANALYSIS 4: Labeling Products

TASK ANALYSIS C: Labeling Finished Product with Serial Number

Environment: Industrial Plant

Sub-Environment: Production Department

Performance Objective: Student will remove stickers/labels from pre-made sheet of serial numbers, and apply these stickers/labels, one at a time, to finished product.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Pre-made sheet of serial numbered stickers
2. Finished product (e.g., motor)
3. Work table

TA 4C: Applying Serial Number to Finished Products

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put on serial numbers."

Component Steps:

1. Walk to storage area for needed materials (stickers)
2. Remove stickers from storage place
3. Carry stickers to work table
4. Place stickers onto table
5. With both hands pick up sheet of stickers
6. With one hand, remove one sticker
7. Place that sticker onto finished product (e.g., motor) in appropriate place
8. Continue removing and placing stickers onto finished product until all items to receive serial numbers have received a sticker
9. Place all empty sheets of stickers into garbage.

JOB ANALYSIS 5: Loading and Moving Pallets

Training Goal: Student will load pallets with designated boxes and will move loaded pallets to shipping area.

Required Tasks for Job Completion:

A. Load pallets

B. Move loaded pallets

JOB ANALYSIS 5: Loading and Moving Pallets

TASK ANALYSIS A: Loading Pallets

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will load wooden pallets with similar boxes to be shipped to the same place.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Concept of "same."

Materials/Resources:
1. Items to be shipped
2. Wooden pallets

TA 5A: Loading Pallets

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, load pallets."

Component Steps:

1. Walk to storage area for empty wooden pallets
2. Carry pallet to boxes to be placed onto pallet
3. Place pallet on floor, making certain that flat part of pallet is at top
4. One at a time, place boxes onto pallet in a neat and orderly fashion.

Note: When all designated boxes have been placed onto pallet, the pallet is now ready to be moved.

JOB ANALYSIS 5: Loading and Moving Pallets

TASK ANALYSIS B: Moving Loaded Pallets

Environment: Industrial Plant

Sub-Environment: Shipping Department

Performance Objective: Student will move loaded wooden pallets to Shipping Department, using a manually operated pallet walker.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Manually operated pallet walker
2. Loaded wooden pallet

TA 5B: Moving Loaded Pallets

Student:______________________ Date:__________

Trainer:______________________________

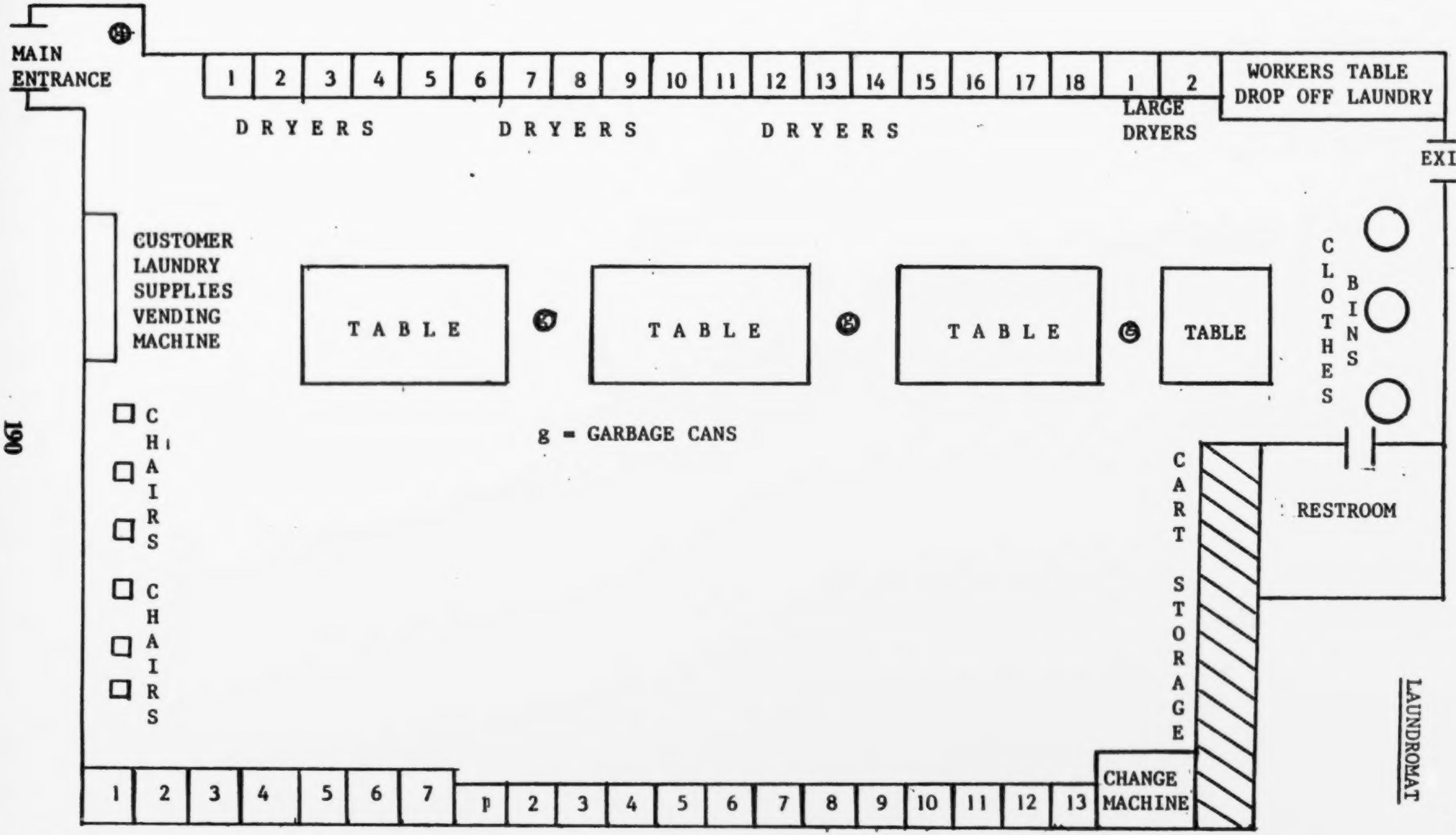
Antecedent Cue: "Name, move pallets."

Component Steps:

1. Walk to storage area for pallet walker
2. Push pallet walker to loaded pallet to be moved
3. Push front of pallet walker under middle of loaded pallet
4. Pump lever on handle six or more times, raising pallet (about two inches from floor)
5. Slowly pull or push pallet walker to designated area
6. Pull small lever to lower pallet to floor
7. Push pallet walker to storage area.

LAUNDROMAT

LAUNDROMAT


MAIN ENTRANCE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
DRYERS
DRYERS
DRYERS
1 2
LARGE DRYERS
WORKERS TABLE DROP OFF LAUNDRY
EXIT
CUSTOMER LAUNDRY SUPPLIES VENDING MACHINE
TABLE
TABLE
TABLE
TABLE
CLOTHES
BINS
g = GARBAGE CANS
CHAIRS
CHAIRS
CART STORAGE
RESTROOM
1 2 3 4 5 6 7
p 2 3 4 5 6 7 8 9 10 11 12 13
CHANGE MACHINE
LAUNDROMAT

SELF-SERVICE AND FULL-SERVICE LAUNDROMAT

Important Physical Characteristics and Suggested Adaptations

1. Washing machines cannot be opened until cycle is completed, operating light is off, and wash cylinder has stopped rotating.
2. When washing machine is in motion, it should not be opened to remove or add clothes. This may cause serious injury.
3. Woolens, rubber, or plastic articles should not be placed into dryers.
4. Articles containing flammable material should not be dried.
5. Dryers stop once door is opened. Dryer motion should be completely stopped before reaching for clothes.
6. Emergency exits are easily accessible.
7. Entire facility is on one floor.
8. Bathrooms are easily accesssible and uncluttered.
9. Front door leads to busy parking lot, which is close to a main road.

JOB LIST

1. Laundry Tasks
    - A. Sort clothes
    - B. Operate washing machine
    - C. Operate dryer
    - D. Fold clothes

2. Interior Maintenance
    - A. Sweep floors
    - B. Mop floors
    - C. Dust/Clean
    - D. Bathroom maintenance
    - E. Garbage collection

JOB ANALYSIS 1: Laundry Tasks

Training Goal: Student will complete all tasks necessary to clean clothes and prepare them for customer pick-up.

Required Tasks for Job Completion:

A. Sort clothes

B. Wash clothes

C. Dry clothes

D. Fold clothes

JOB ANALYSIS 1: Laundry Tasks

TASK ANALYSIS A: Sorting Clothes Prior to Using Washing Machine

Environment: Laundromat

Sub-Environment: Table Area and Machine Area

Performance Objective: Student will sort clothes into piles of white and colored laundry.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Color skills
4. Matching skills

Materials/Resources:
1. Soiled clothes, including white and colored articles
2. Laundry baskets
3. Table

TA 1A: Sorting Clothes for Laundering

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, sort clothes."

Component Steps:

1. Place two empty baskets on floor near table with pile of soiled clothes
2. One by one, lift each item and place it either in basket for colored items or basket for white items
3. Continue to sort items, placing them into correct basket, until all clothes have been sorted
4. Lift one basket of clothes
5. Carry basket to an unused washing machine
6. Place basket on floor in front of machine
7. Empty all clothes in basket into machine
8. Carry empty basket back to table area
9. Place basket on floor near table
10. Lift second basket of clothes
11. Carry basket to unused washing machine, near machine with contents of first basket

12. Place basket on floor in front of machine
13. Empty all clothes in basket into machine
14. Carry empty basket into machine
15. Place basket near other empty basket.

JOB ANALYSIS: 1: Laundry Tasks

TASK ANALYSIS B: Operating a Washing Machine

Environment: Laundromat

Sub-Enviroment: Washing Machine Area

Performance Objective: Student will load washer with clothes, put in appropriate amount of detergent and turn on machine to wash clothes.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Money skills

Materials/Resources:
1. Washing Machine
2. Money (quarters)
3. Detergent
4. Dirty clothes
5. Basket

TA 1B: Operating a Washing Machine

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wash clothes."

Component Steps:

1. Carry laundry basket of dirty clothes to washing machine
2. Place laundry basket onto floor
3. Carry detergent to washing machine
4. Place detergent and bleach on floor or counter
5. Open door/lid of washing machine
6. Load washing machine with dirty clothes
7. Close door/lid of washing machine
8. Push handle to lock washer door
9. Select desired temperature by turning selector dial
10. For permanent press and delicate fabrics, turn selector dial to permanent press cycle
11. Pick up laundry detergent

12. Place detergent/softener into appropriate automatic compartments on top of machine:
    A. For powdered detergent:
        (1) Place detergent in compartment 1 for soak cycle
        (2) Place detergent and bleach in compartment 2 for wash cycle
    B. For liquid detergent:
        (1) Pour detergent in compartment 1 at start of soak cycle
        (2) Pour detergent and bleach in compartment 2 at start of wash cycle
13. Insert coins into coin slide
14. Push in coin slide
15. Pull out coin slide
16. Once machine starts, leave machine area
17. Once machine has stopped moving, wait about 30 seconds then open door
18. Open handle of door/lid to unlock washing machine
19. Open door/lid of washing machine
20. Remove clothes form washing machine to laundry basket
21. Once all clothes have been removed from washer, close washing machine door.

JOB ANALYSIS 1: Laundry Tasks

TASK ANALYSIS C: Operating a Dryer

Environment: Laundromat

Sub-Environment: Dryer Section

Performance Objective: Student will place wet clothes into dryer, close door, deposit money, and turn on dryer.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Money skills
4. Matching skills

Materials/Resources:
1. Dryer
2. Wet clothes
3. Coins
4. Basket

TA 1C: Operating a Dryer

Student:______________________ Date:__________

Trainer:________________________________

Antecedent Cue: "Name, dry clothes."

Component Steps:

1. Carry laundry basket filled with wet clothes to dryer
2. Place basket on floor in front of empty dryer
3. Open dryer door
4. Remove wet clothes from basket to dryer
5. Place clothes loosely in dryer
6. Once all clothes are deposited into dryer, close door
7. Turn arrow of selector dial to slot position
8. Deposit appropriate amount, (depending on size of load) into money slot (one quarter = 7 1/2 minutes drying time)
9. Turn dial to start dryer
10. When dryer stops, open door
11. Feel clothes inside for dampness
12. If clothes are still damp, close dryer door and insert another quarter in slot
13. Once clothes are completely dried remove them from dryer to laundry basket.

JOB ANALYSIS 1: Laundry Tasks

TASK ANALYSIS D: Folding Clothes

Enviroment: Laundromat

Sub-Environment: Folding Tables

Performance Objective: Student will fold basket of clean, dried clothes.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Freshly cleaned and dried clothes
2. Table
3. Cart
4. Basket

TA 1D: Folding Clothes

Student:________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fold clothes."

Component Steps:

1. Remove one item of clothing from basket
2. Fold that item
3. Place folded item into cart
4. Continue folding items until basket is empty
5. Once all items have been folded and placed into cart, place cart in customer pick-up area.

Adaptations for Folding Procedures

A. Pants

(1) Fold in half the long way, making sure legs are together

(2) Once legs of pants are facing together, fold pants in half, bringing bottom of legs to waist

B. Shirts

(1) Fold shirt in half

(2) Fold sleeves (if any) behind folded shirt

(3) Fold shirt in half taking bottom of shirt and bringing it up to match top

C. Socks

(1) Take matching socks with both hands

(2) Place socks together

(3) Roll the two socks together

D. Towels

(1) Pick up one towel with both hands

(2) Fold towel in half

(3) Once in half, fold again

JOB ANALYSIS 2: Interior Maintenance

Training Goal: Student will straighten and clean various areas of laundromat.

Required Tasks for Job Completion:

A. Sweep floors*

B. Mop floors*

C. Dust/clean

D. Bathroom maintenance*

E. Garbage collection

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 2: General Laundromat Maintenance

TASK ANALYSIS C: Dusting/Cleaning

Environment: Laundromat

Sub-Environment: Entire Facility

Performance Objective: Student will spray tables, chairs/benches, and appliances with all-purpose cleaner and wipe and dust off any dust or spray.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Dust rag
2. All-purpose spray cleaner

TA 2C: Dusting/Cleaning Laundromat

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean furniture and machines."

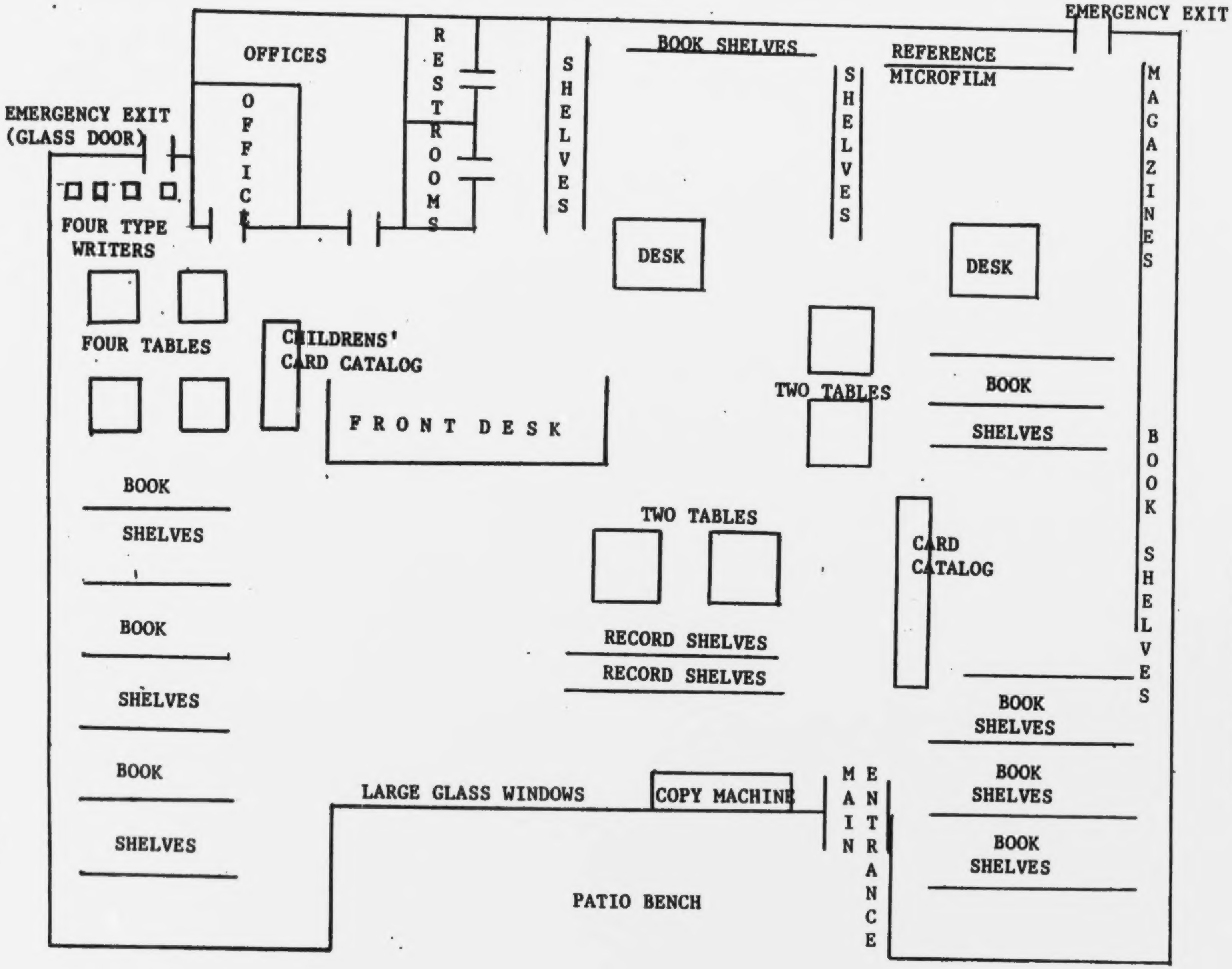
Component Steps:

1. Walk to storage place for dust rag and all-purpose cleaner
2. Remove dust rag and cleaner from storage area
3. Carry rag and cleaner to one table
4. Spray table with cleaner
5. Wipe cleaner with rag over table cleaning/dusting table
6. Walk to next table
7. Spray table with cleaner
8. Wipe cleaner with rag over table cleaning/dusting table
9. Walk to chairs/bench
10. Spray all chairs and bench with all-purpose cleaner
11. Once sprayed, wipe chairs/bench with rag (wiping off cleaner)
12. Once all chairs/benches are cleaned/dusted, walk to appliance area
13. Spray all washers
14. Wipe washers with rag
15. Walk to dryer section

16. Spray dryers with all-purpose cleaner
17. Wipe dryers with rag
18. Once all tables, chairs, benches and appliances have been sprayed and wiped, place used rag into laundry bin
19. Carry all-purpose spray cleaner to storage place
20. Place cleaner into storage place

LIBRARY

220


EMERGENCY EXIT
OFFICES
RESTROOMS
SHELVES
BOOK SHELVES
SHELVES
REFERENCE
MICROFILM
EMERGENCY EXIT
(GLASS DOOR)
OFFICE
MAGAZINES
FOUR TYPE WRITERS
DESK
DESK
FOUR TABLES
CHILDRENS' CARD CATALOG
FRONT DESK
TWO TABLES
BOOK SHELVES
BOOK SHELVES
BOOK SHELVES
TWO TABLES
CARD CATALOG
BOOK SHELVES
BOOK SHELVES
RECORD SHELVES
RECORD SHELVES
BOOK SHELVES
BOOK SHELVES
BOOK SHELVES
BOOK SHELVES
LARGE GLASS WINDOWS
COPY MACHINE
MAIN ENTRANCE
PATIO BENCH

JERICHO PUBLIC LIBRARY

JERICHO PUBLIC LIBRARY

Important Physical Characteristics and Suggested Adaptations

1. Front entrance is several yards from parking lot. To get from parking lot, sidewalk must be used. Sidewalk is narrow, and very close to a busy street.

2. Parking lot is sloped, under construction, and has several pot holes.

3. Entrance doors are very heavy.

4. Lavatories are easily accessible. Key is kept at main desk.

5. Conference rooms are on lower level, accessible only by stairs.

6. Emergency exits are easily found, and are attached to an alarm system.

JOB LIST

1. Grounds Maintainance
    - A. Rake leaves
    - B. Remove weeds

2. Interior Maintenance
    - A. Clean bathroom
    - B. Vacuum carpet
    - C. Dust books and furniture
    - D. Water plants

3. Librarians's Assistant
    - A. File pamphlets
    - B. Reshelve books
    - C. Check-out books
    - D. Check-in returned books
    - E. File book cards

JOB ANALYSIS 1: Grounds Maintenance

Training Goal: Student will perform tasks needed to keep designated areas of library grounds looking neat and orderly.

Required Tasks for Job Completion:*

A. Rake leaves

B. Remove weeds

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*Refer to Generic Skills Section for task analyses of the above listed jobs.

JOB ANALYSIS 2: Interior Maintenance

Training Goal: Student will straighten and clean various areas in library.

Required Tasks for Job Completion:

A. Clean Bathroom*

B. Vacuum carpet*

C. Dust books and furniture

D. Water plants*

---

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 2: Interior Maintenance

TASK ANALYSIS C: Dusting

Environment: Library

Sub-Environment: Entire Library

Performance Objective: Student will dust books, shelves, tables and chairs, with a dust cloth sprayed with dust remover spray, as needed.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Dusting cloth
2. Furniture polish

TA 2C: Dusting

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, dust."

Component Steps:

1. Walk to storage area for dust cloth and dust spray
2. Remove dust cloth and spray from storage area
3. With one hand spray the cloth with dust remover (furniture polish)
4. Replace the spray back into storage area
5. Walk to table section of library
6. Place cloth down onto table
7. Move hand back and forth and side to side removing dust from table
8. Once all dust is removed, pick up cloth
9. Walk to next table
10. Place cloth onto table
11. Move hand back and forth and side to side removing dust
12. Continue dusting until all tables have been dusted

13. Once tables have been dusted, go to each chair, running cloth over each chair's surfaces
14. Once finished dusting chairs, walk to book section of library
15. Open dust cloth
16. Re-fold dust cloth, so as to get at unused side
17. Place unused side of dust cloth onto books.
18. Move dust cloth around, dusting all books on shelf
19. Continue dusting books until all books in book section have been dusted
20. Once all books have been dusted, walk to unused shelves
21. Begin to dust shelves by placing cloth onto shelf and moving hand back and forth, and side to side removing dust
22. Once all table, chairs, books and shelves have been dusted walk around library dusting anything that needs to be dusted
23. Return cloth and spray to storage area.

JOB ANALYSIS 3: Librarian's Assistant

Training Goal: Student will assist librarian in simple clerical tasks.

Required Tasks for Job Completion:

A. File pamphlets

B. Reshelve books

C. Check-out books

D. Check-in books

E. Inspect magazines

F. File book cards

JOB ANALYSIS 3: Librarian's Assistant

TASK ANALYSIS A: File pamphlets into Alphabetical Order

Environment: Library

Sub-Environment: Filing Cabinet Section in Children's Section

Performance Objective: Student will place all new literature (pamphlets) into file cabinet in alphabetical order.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading skills
5. Alphabetical ordering skills

Materials/Resources:
1. File cabinet
2. Newly acquired literature

TA 3A: Filing Pamphlets

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, file pamphlets."

Component Steps:

1. Walk to storage area for incoming new literature
2. Gather newly acquired literature
3. Carry literature to file cabinet
4. Place all literature on top of cabinet
5. Open file cabinet
6. Grasp first piece of literature (pamphlet)
7. Look at name of journal or title of literature
8. Determine which letter it begins with, and once determined place that piece of literature into its appropriate slot, according to beginning letter.
9. Continue filing by picking up each piece of literature, piece by piece, determining which letter of the alphabet it begins with and placing that piece of literature into its appropriate slot until all literature/pamphlets have been filed
10. Once all literature/pamphlets have been filed, close cabinet.

JOB ANALYSIS 3: Librarian's Assistant

TASK ANALYSIS B: Re-shelving Returned Books

Environment: Library

Sub-Environment: Entire Library

Performance Objective: Student will push cart of all returned books, through stack section of library, depositing books into their appropriate spaces on shelves.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Alphabetical ordering
5. Number skills

Materials/Resources:
1. Cart
2. Returned books

TA 3B: Re-shelving Returned Books

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, re-shelve returned books."

Component Steps:

1. Walk to front desk of library
2. Grasp with both hands, cart of returned books
3. Push cart to stack section in library (near reference section)
4. Look at books on cart and determine if books are in correct order by looking at code
5. If books are not in proper order on cart, place them in such a way so they are, in order to reshelve
6. Push cart to first aisle
7. Pick up book which belongs on the shelf
8. Place book on shelf in correct place
9. Once book is reshelved, push cart to next area
10. Continue re-shelving books until all books have been replaced on appropriate places on shelves and cart is empty.
11. Once cart is emptied, push cart to front desk
12. Replace cart behind desk, to be used again for returned books.

JOB ANALYSIS 3: Librarian's Assistant

TASK ANALYSIS C: Checking-Out Books

Environment: Library

Sub-Environment: Front Desk

Performance Objective: Student will open to back of book being checked out, remove card, push card into computer, punch out book code into computer, remove card from computer placing it back into slot in back of book, close book, and once closed, hand book to customer.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Mechanic computer operation
5. Number skills

Materials/Resources:
1. Computer
2. Books

TA 3C: Checking-Out Books

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, check out books."

Component Steps:

1. Wait for patron behind main desk
2. Once a patron has approached to check out a book, grasp book
3. Open to back of book
4. Remove card from book
5. Place card into computer
6. Open book to back inside cover
7. Read code to punch into computer
8. Number by number punch entire code into computer
9. Wait for computer to push card to side
10. Once card is out of computer
11. Grasp card and remove from computer
12. Place card into slot in back of the book
13. Close book
14. Hand book to customer.

JOB ANALYSIS 3: Librarian's Assistant

TASK ANALYSIS D: Checking-In Returned Books

Environment: Library

Sub-Environment: Main Desk Area

Performance Objective: Student will look through returned books and identify missing pages, written on pages, or torn pages that must be replaced.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading and number skills

Materials/Resources:
1. Returned books
2. Counter or desk top for work space

TA 3D: Checking-In Returned Books

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, look through books for damage."

Component Steps:

1. Walk to cart of returned books
2. Push cart to an unused table
3. Remove a few books from cart, placing them onto table
4. Sit down at table
5. Grasp one book
6. Begin leafing through book, one page at a time, finding torn, dirty missing pages
7. Once a book has been checked, if any pages are damaged, call a supervisor.
8. If book is perfect return to cart on bottom of shelf
9. Continue checking books until all books have been checked.

JOB ANALYSIS 3: Librarian's Assistant

TASK ANALYSIS E: Filing Book Cards

Environment: Library

Sub-Environment: Card Catalog Section

Performance Objective: Student will file pre-sorted cards in library card catalog in alphabetical order.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Knowledge of alphabetical order

Materials/Resources:
1. Card catalog cards, pre-sorted into proper category (i.e., title)
2. Card catalog cabinet

TA 3E: Filing Book Cards

Student:______________________________ Date:__________

Trainer:____

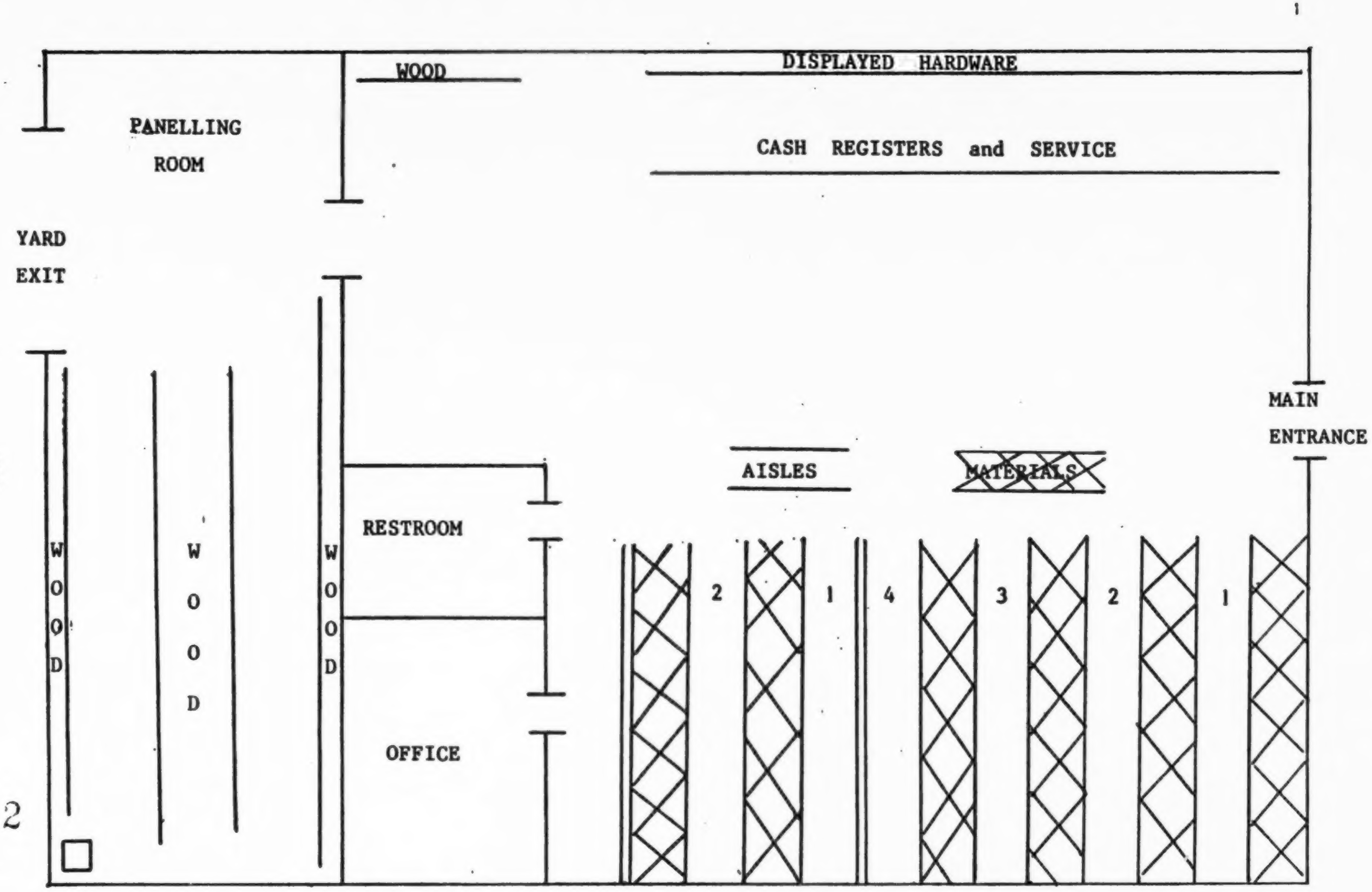
Antecedent Cue: "Name, file cards."

Component Steps:

1. Pick up cards to be filed
2. Carry cards to appropriate card cabinet
3. Read code on card to be filed
4. Locate section of card catalog cabinet in which card will be filed (by title or author)
5. Locate drawer in which card will be filed (e.g., A-As)
6. Holding cards in one hand, use other hand to open drawer in which card will be filed
7. Place card to be filed into proper place in drawer
8. Close drawer
9. Continue filing cards until all cards have been placed in card catalog cabinets.

LUMBER YARD

LUMBER YARD


1
WOOD
DISPLAYED HARDWARE
PANELLING ROOM
CASH REGISTERS and SERVICE
YARD EXIT
MAIN ENTRANCE
AISLES
MATERIALS
RESTROOM
OFFICE
WOOD
WOOD
WOOD
2
1
4
3
2
1

SYOSSET LUMBER

DAVE'S LUMBER

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are easily accessible.
2. Due to physically demanding nature of work, strength is a necessity.
3. Caution should be used to keep students away from hazardous materials (e.g, paint, paint thinner).
4. Front exit leads to a busy parking lot adjacent to a busy street.
5. Rear exit leads to outside lumber yard.

JOB LIST

1. Stock Boy

A. Clean shelves and stock

B. Prepare new merchandise for sale

C. Stock shelves

D. Sweep floor

E. Load cars

2. Bathrooom Maintenance

A. Cleaning sink

B. Cleaning toilet bowl

C. Cleaning mirror

JOB ANALYSIS 1: Stock Boy

Training Goal: Student will assist store manager with general maintenance and customer service tasks inside store, and outside in yard area.

Required Tasks for Job Completion:

A. Clean shelves and stock

B. Prepare new merchandise for sale

C. Stock shelves

D. Sweep floor*

E. Load cars

---

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 1: Stock Boy

TASK ANALYSIS A: Clean Shelves and Stock

Environment: Lumber Yard

Sub-Environment: Store

Performance Objective: Student will remove old stock from shelves, place on floor, dust off shelves, and restock shelves.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Shelves
2. Old stock
3. Dust cloth
4. Dusting spray

TA 1A: Clean Shelves and Stock

Student:________________________ Date:__________

Trainer:______________________________________

Antecedent Cue: "Name, place stock on floor."

Component Steps:

1. Walk to shelf area to be cleaned
2. Remove one item of merchandise from shelf placing onto floor
3. Continue removing merchandise from shelf until section is clear
4. Walk to storage area for dusting cloth and dusting spray (polish)
5. Remove cloth and cleaner from storage place
6. Walk to cleared section of shelf, carrying cloth and cleaner
7. Spray dusting polish onto shelf
8. Dust off shelf with cloth
9. Dust until clean
10. Once clean, carry cloth and cleaner to storage place
11. Place cloth and cleaner in their appropriate places.

JOB ANALYSIS 1: Stock Boy

TASK ANALYSIS B: Prepare New Merchandise for Sale

Environment: Lumber Yard

Sub-Environment: Inside Store

Performance Objective: Student will remove newly acquired merchandise from cartons and will apply a price sticker to each item.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Newly acquired boxed merchandise
2. Price gun (with price pre-set)
3. Stickers

TA 1B: Preparing New Merchandise for Sale

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name take out (item name) and put on price."

Component Steps:

1. Walk to newly acquired merchandise on floor
2. With both hands pull to open flaps located on top of box
3. Open box making sure flaps are facing downward over box exposing merchandise.
4. Walk to storage area for price gun
5. Remove gun (already loaded) from storage area
6. Walk to open box of newly acquired merchandise, carrying price gun
7. Place gun onto one item
8. Squeeze gun, allowing sticker price to fall on item
9. Remove gun from item
10. Move gun to next item
11. Place gun onto item

12. Squeeze gun, allowing sticker price to fall on item
13. Remove gun from item
14. Continue pricing items with price gun until all newly acquired materials have price tags on them.

JOB ANALYSIS: 1. Stock Boy

TASK ANALYSIS C: Stocking Shelves

Environment: Lumber Yard

Sub-Environment: Store

Performance Objective: Student will stock shelves with new merchandise and re-stock shelves with old goods on top of the new.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Newly acquired priced merchandise
2. Old stock on floor

TA 1C: Stocking Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock shelves."

Component Steps:

1. Walk to area that needs stocking with merchandise
2. Pick up newly acquired merchandise
3. Place (stock) newly acquired merchandise onto shelf
4. Continue stocking, until all newly acquired stock is on shelf
5. Once all newly acquired stock is placed onto shelf, begin placing old merchandise on top of newly acquired merchandise until all old merchandise is stocked onto shelf
6. To finish, pick up empty box that newly acquired merchandise was shipped in, and carry to garbage disposal
7. Deposit box into garbage.

JOB ANALYSIS 1: Stock Boy

TASK ANALYSIS E: Load Cars

Environment: Lumber Yard

Sub-Environment: Outside Area of Lumber Yard

Performance Objective: Student will carry wood from storage area to customers' cars.

Requisite Skills:
1. Gross motor skills (lifting)
2. Following directions
3. Attention to task

Materials/Resources:
1. Wood
2. Cars

TA 1E: Load Cars

Student:________________________________ Date:___________

Trainer:____

Antecedent Cue: "Name, take wood to customer's car."

Component Steps:

1. Walk to wood stored outside
2. Grasp wood panels (2, or 3, at the most,)
3. Carry wood to customer's car
4. Carefully place wood neatly into customer's car.

JOB ANALYSIS 2: Bathroom Maintenance

Training Goal: Student will perform all tasks needed to entirely clean bathroom for employee and customer use.

Required Tasks for Job completion:*

A. Cleaning sink

B. Cleaning toilet bowl

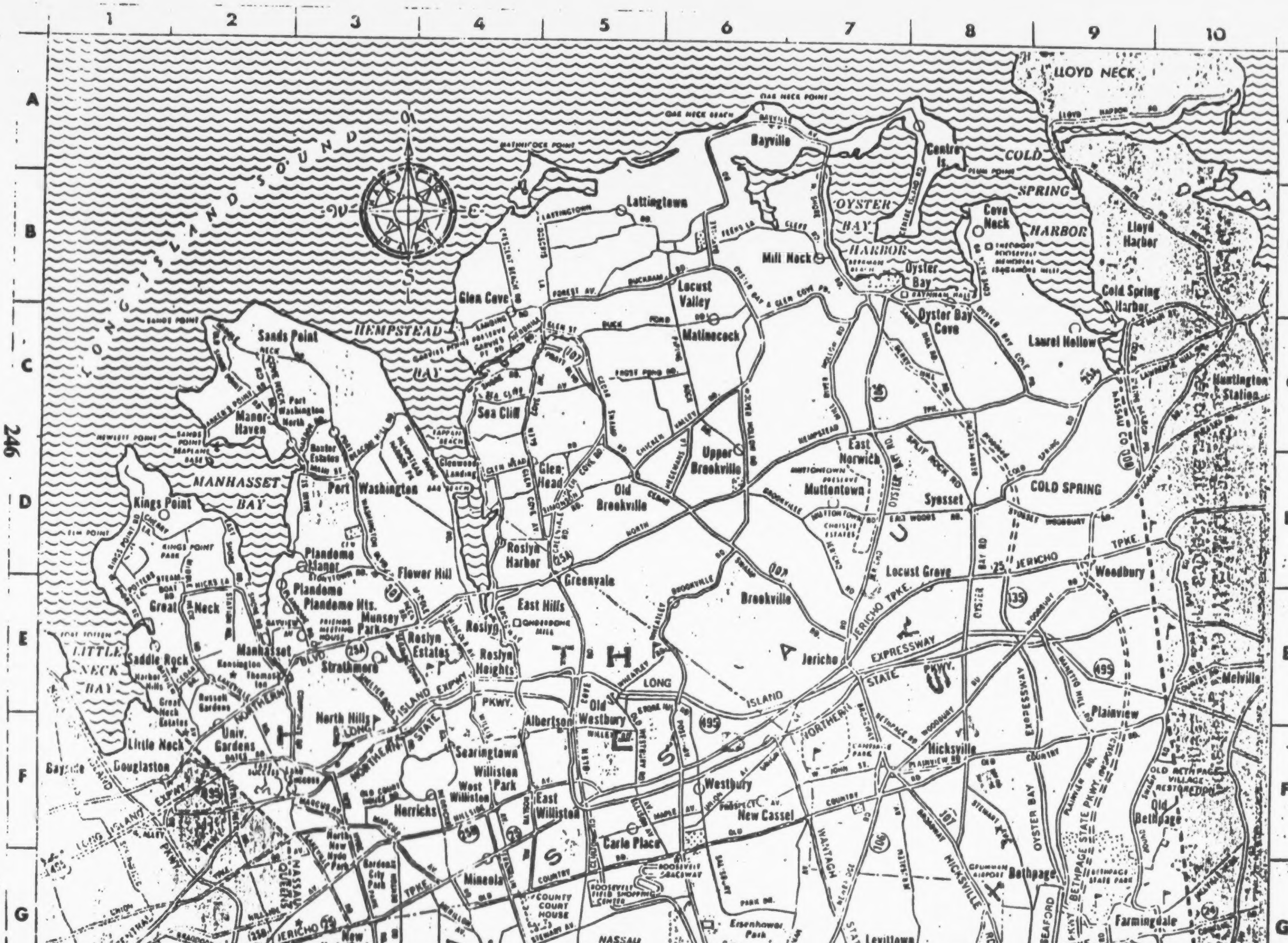
C. Cleaning mirror

---

*Refer to Generic Skills Section for task analyses of the above listed jobs.

MOBILE WORK CREW

Nassau County road map



1
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A
B
C
D
E
F
G
LONG ISLAND SOUND
HEMPSTEAD BAY
MANHASSET BAY
LITTLE NECK BAY
OYSTER BAY HARBOR
COLD SPRING HARBOR
LLOYD NECK
Bayville
Centre Is.
Lattingtown
Mill Neck
Cove Neck
Lloyd Harbor
Glen Cove
Locust Valley
Oyster Bay
Oyster Bay Cove
Cold Spring Harbor
Sands Point
Matinecock
Laurel Hollow
Manor Haven
Port Washington North
Sea Cliff
Huntington Station
Baxter Estates
Upper Brookville
East Norwich
Glenwood Landing
Glen Head
Port Washington
Old Brookville
Muttontown
Syosset
COLD SPRING
Kings Point
Plandome Manor
Roslyn Harbor
Flower Hill
Greenvale
Brookville
Locust Grove
Woodbury
Great Neck
Plandome
Plandome Hts.
Munsey Park
East Hills
Roslyn
Roslyn Estates
Roslyn Heights
Saddle Rock
Manhasset
Strathmore
Jericho
Melville
Russell Gardens
Great Neck Estates
North Hills
Albertson
Old Westbury
Plainview
Little Neck
Univ. Gardens
Searingtown
Douglaston
Bayside
Williston Park
Hicksville
East Williston
Herricks
Westbury
New Cassel
Old Bethpage
Carle Place
North New Hyde Park
Garden City Park
Mineola
Bethpage
COUNTY COURT HOUSE
Farmingdale
New Hyde Park
Floral Park
Eisenhower Park
Levittown
Queens Village
Bellerose
NASSAU COUNTY COLISEUM
Plainedge
Garden City
LONG ISLAND EXPRESSWAY
NORTHERN STATE PKWY.
JERICHO TPKE.
HEMPSTEAD TPKE.
BETHPAGE TPKE.
GRAND CENTRAL PKWY.
WANTAGH
SEAFORD
OYSTER BAY

MOBILE CREW

Important Physical Characteristics and Suggested Adaptations

1. Students will be brought to designated area for mobile work crew.
2. Before leaving for mobile work sites, students should use school lavatory.

JOB LIST

1. Grounds Maintenance
    - A. Rake leaves
    - B. Remove weeds
    - C. Mow lawn

2. Interior Maintenance
    - A. Clean bathroom
    - B. Clean glass windows and doors
    - C. Sweep floors
    - D. Mop floors
    - E. Vacuum carpets
    - F. Dust furniture
    - G. Wash walls
    - H. Water plants

JOB ANALYSIS 1: Grounds Maintenance

Training Goal: Student will perform tasks needed to keep designated areas of building grounds looking neat and orderly.

Required Tasks for Job Completion:*

A. Rake leaves*

B. Remove weeds*

C. Mow lawn*

---

*Refer to Generic Skill Section for task analyses of the above listed jobs.

JOB ANALYSIS 2: Interior Maintenance

Training Goal: Student will straighten and clean various areas in building.

Required Tasks for Job Completion:*

A. Clean bathroom

B. Clean glass windows and doors

C. Sweep floors

D. Mop floors

E. Vacuum carpets

F. Dust furniture

G. Wash walls

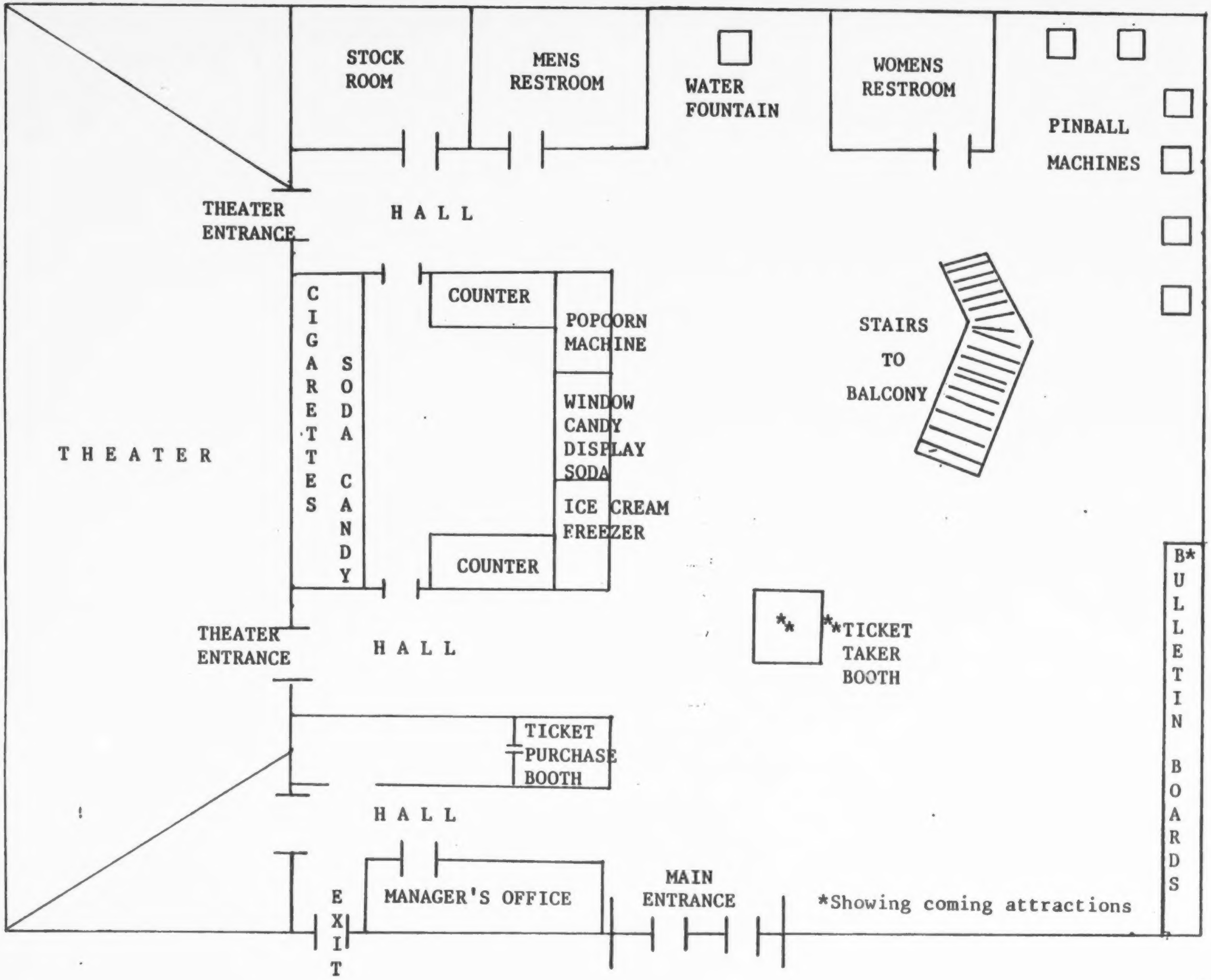
H. Water plants

---

*Refer to Generic Skills Section for task analyses of the above listed jobs.

MOVIE THEATER

MOVIE THEATER


STOCK ROOM
MENS RESTROOM
WATER FOUNTAIN
WOMENS RESTROOM
PINBALL MACHINES
THEATER ENTRANCE
HALL
CIGARETTES
SODA CANDY
COUNTER
POPCORN MACHINE
WINDOW CANDY DISPLAY SODA
ICE CREAM FREEZER
COUNTER
STAIRS TO BALCONY
THEATER
THEATER ENTRANCE
HALL
*TICKET TAKER BOOTH
B* U L L E T I N BOARDS
TICKET PURCHASE BOOTH
HALL
EXIT
MANAGER'S OFFICE
MAIN ENTRANCE
*Showing coming attractions

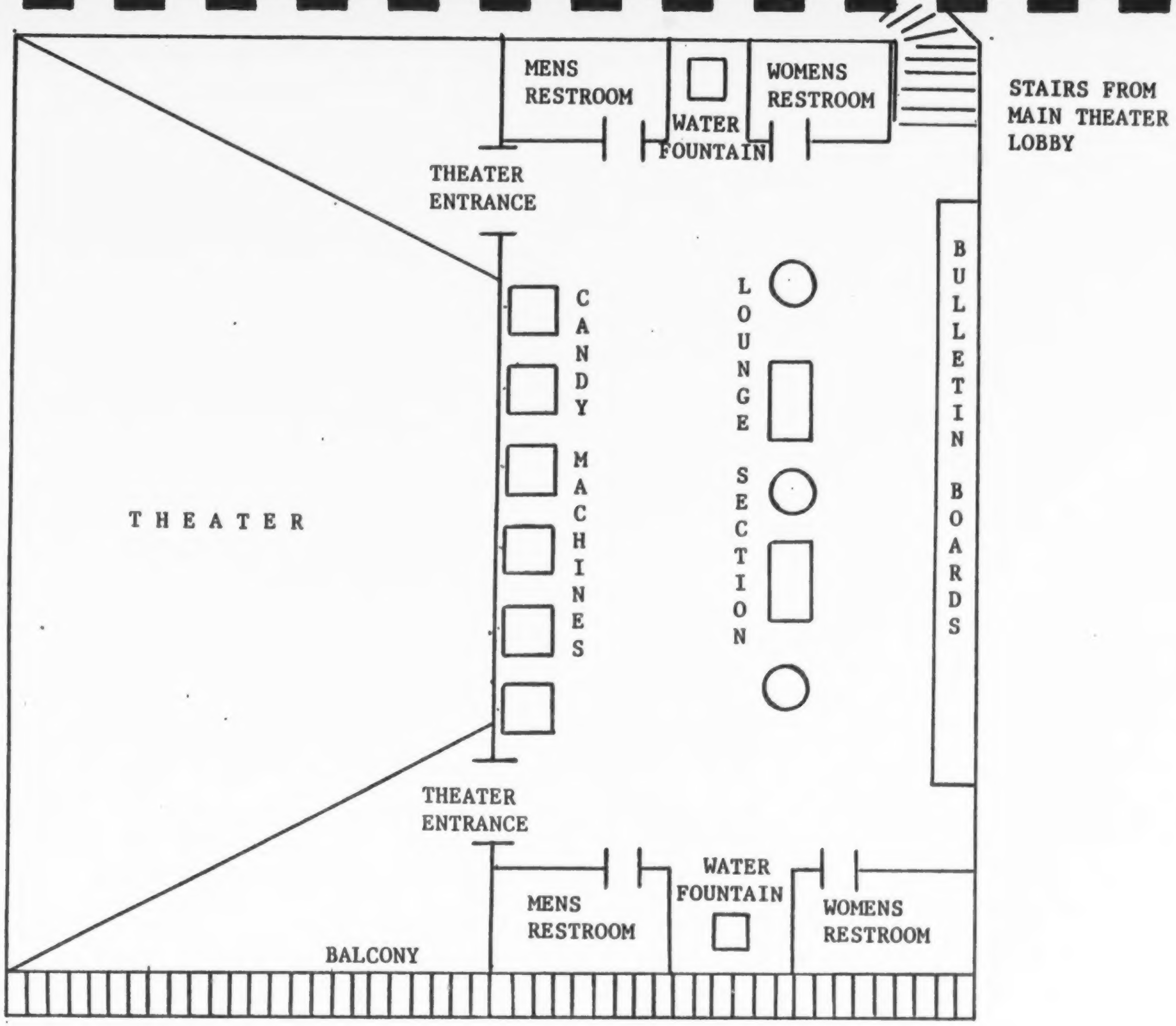
SYOSSET THEATER

(FIRST FLOOR)

MOVIE THEATER

SYOSSET THEATER

(SECOND FLOOR)


MENS RESTROOM
WATER FOUNTAIN
WOMENS RESTROOM
STAIRS FROM MAIN THEATER LOBBY
THEATER ENTRANCE
CANDY MACHINES
LOUNGE SECTION
BULLETIN BOARDS
THEATER
THEATER ENTRANCE
MENS RESTROOM
WATER FOUNTAIN
WOMENS RESTROOM
BALCONY

SYOSSET MOVIE THEATER

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are easily accessible and uncluttered.

2. Staircases to balcony area in both theaters are wide and carpeted.

3. Emergency exits are easily opened, and an alarm system is in operation.

4. All exits of theaters lead to a busy parking lot, which is fairly close to a major road.

JOB LIST

1. General Maintenance Inside Theater
    - A. Wipe seats
    - B. Sweep floors
    - C. Mop floors
    - D. Vacuum carpet
    - E. Clean glass windows and doors
    - F. Collect garbage
    - G. Bathroom Maintenance
2. Maintenance of Theater Snack Bar
    - A. Stock supplies at snack bar
    - B. Clean snack bar
3. Collect Tickets

JOB ANALYSIS 1: General Maintenance

Training Goal: Student will perform custodial tasks to keep the theater clean.

Required Tasks for Job Completion:

A. Wipe seats

B. Sweep floors*

C. Mop floors*

D. Vacuum carpet*

E. Clean glass windows and doors*

F. Collect garbage*

G. Bathroom Maintenance*

*Refer to Generic Skills Section for task analyses of jobs followed by an asterisk.

JOB ANALYSIS 1: General Maintenance

TASK ANALYSIS A: Wiping Seats in all Sections of Local Theater

Environment: Movie Theater

Sub-Environment: Loge and Balcony Area

Performance Objective: Student will clean all seats in the theater with disinfectant.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Cloth
2. Disinfectant

TA 1A: Wiping Seats in Loge and Balcony of Theater

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wipe seats."

Component Steps:

1. Walk to storage place for clean cloth (rag) and disinfectant
2. Remove rag and disinfectant from storage place
3. Carry rag and disinfectant to sink area
4. Place disinfectant onto counter
5. Turn on water
6. Place rag under running water until completely wet
7. Once wet, remove rag from under running water
8. Turn off water
9. Squeeze excess water from rag
10. Pick up disinfectant
11. Carry disinfectant and rag to loge/balcony area
12. Walk to aisle closest to screen
13. Walk into aisle

14. Spray seat with disinfectant
15. Wipe seat with rag until dry
16. Move to front of next seat
17. Spray seat with disinfectant
18. Wipe seat with rag
19. Continue spraying and wiping seats until entire theater is cleaned.

JOB ANALYSIS 2: Maintenance of Theater Snack Bar

Training Goal: Student will assist theater staff in servicing the snack bar.

Required Tasks for Job Completion:

A. Stock snack bar with supplies

B. Clean snack bar

JOB ANALYSIS 2: Maintenance of Theater Snack Bar

TASK ANALYSIS A: Stocking Supplies at Snack Bar

Environment: Movie Theater

Sub-Environment: Snack Bar

Performance Objective: Student will stock shelves at snack bar with necessary snack items and paper goods.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Box of needed items
2. Clearly defined storage areas for cups, lids, candy bars, etc. in snack bar area

TA 2A: Stocking Theater Snack Bar

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock snack bar."

Component Steps:

1. Examine counter of snack bar to determine which paper goods are needed (napkins, straws, cups)
2. Walk to storage area from snack bar
3. Remove box of needed items from storage shelf
4. Carrying box, walk to snack bar
5. Remove several of the needed items from box
6. Place items into correct container on counter
7. Continue to place items, a few at a time, into correct container on counter, until container is full
8. Return box to storage area
9. Continue to check counter for needed items and to refill containers until all paper goods have been stocked
10. Walk to storage area for candy
11. Remove box of needed items

12. Carry box to snack bar
13. Remove several of the needed items from box
14. Place item, a few at a time, in correct place on candy shelf until designated area is full
15. Return box to storage area
16. Return to snack bar
17. Continue to check shelves for needed items and to restock shelves until all shelves are full.

JOB ANALYSIS 2: Maintenance of Theater Snack Bar

TASK ANALYSIS B: Cleaning Snack Bar Area

Environment: Movie Theater

Sub Environment: Snack Bar

Performance Objective: Student will spray and wipe clean the top and sides of an ice cream freezer, and the counters, in the snack bar area.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Spray type all-purpose cleaner
2. Sponge
3. Rubber gloves

TA 2B: Cleaning Theater Snack Bar

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean ice cream freezer and counters."

Component Steps:

1. Walk to storage area for needed materials (rubber gloves, sponge, all-purpose cleaner)
2. Put on rubber gloves
3. Carry sponge and all-purpose cleaner to ice cream freezer
4. Spray each surface to be cleaned, (top, front, side) with all-purpose cleaner
5. Using sponge, wipe off cleaner until each surface is dry
6. Using sponge, wipe around edges of doors and handles
7. Continue to spray and wipe surfaces until entire freezer has been cleaned
8. Spray entire counter area with all-purpose cleaner
9. Place sponge onto counter, and clean by moving sponge vigorously from side to side, until counter is clean and dry

10. Walk to sink area with all-purpose cleaner and sponge and place onto counter nearest sink
11. Turn on water
12. Place sponge under running water
13. Squeeze excess water from sponge
14. Turn off water
15. Squeeze sponge removing excess water
16. Remove rubber gloves
17. Carry all materials back to storage area
18. Put materials into their storage places.

JOB ANALYSIS 3: Collecting Tickets

Training Goal: Student will assist usher in ticket collection.

Required Task for Job Completion:

Collecting Theater Tickets

JOB ANALYSIS 3: Collecting Tickets

TASK ANALYSIS: Collecting Tickets from Theater Customers

Environment: Movie Theater

Sub-Environment: Front Entrance

Performance Objective: Student will take tickets from customers, tear them in half, return one half to customer and keep the other half (stub).

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Tickets
2. Ticket-taker stand

TA 3: Collecting Theater Tickets

Student:______________________________ Date:__________

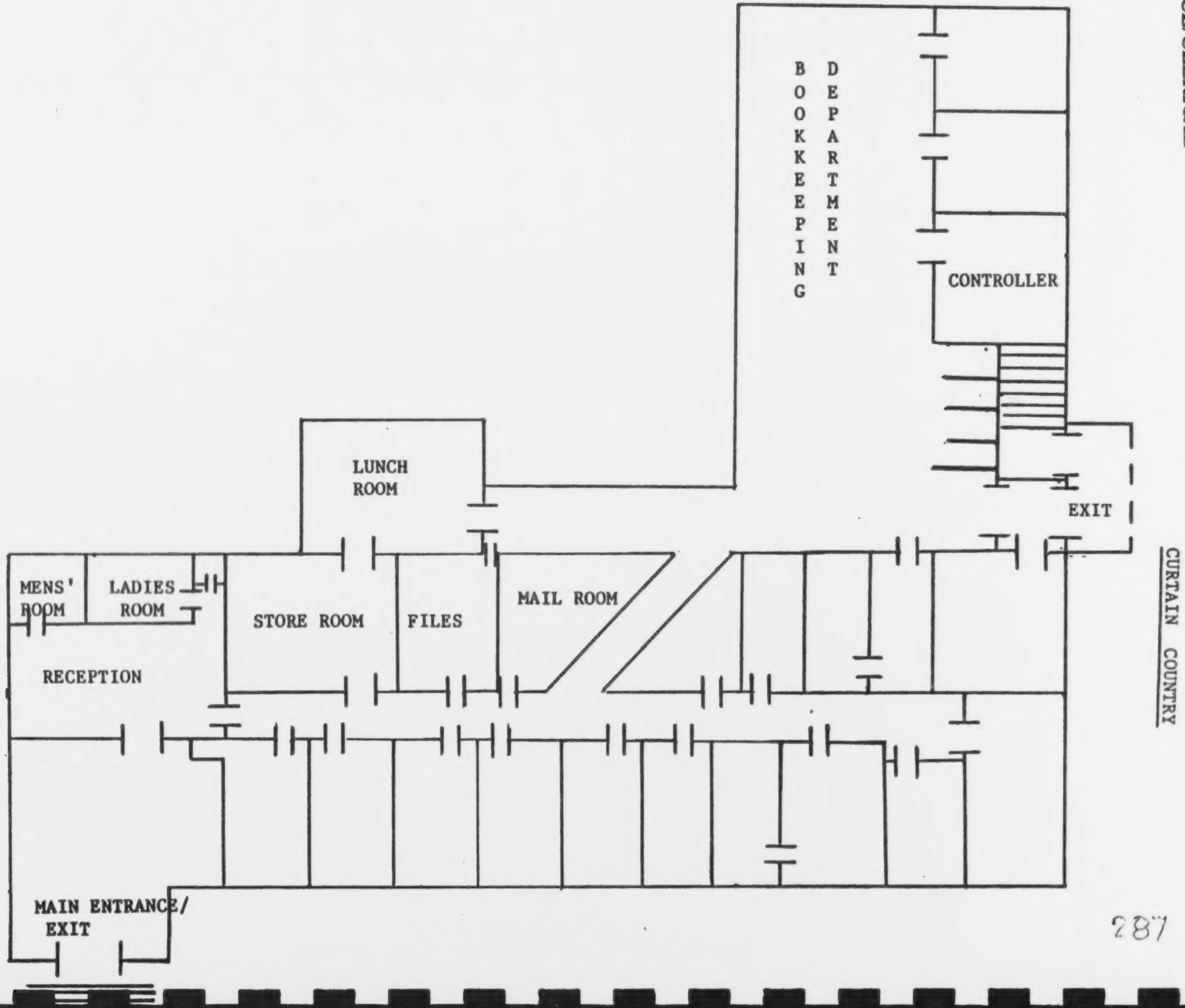
Trainer:____

Antecedent Cue: "Name, take tickets."

Component Steps:

1. Walk to ticket-taker's stand
2. Stand next to stand
3. As customers walk in, take ticket from them
4. Tear ticket in half with both hands
5. Give one half of ticket to customer
6. Place other piece of ticket into opening of stand
7. If appropriate, smile, say "enjoy the show"
8. Remain at stand, waiting for next customer
9. Continue to take, tear, give back and deposit half of tickets, until all customers for that show are in, and all tickets have been taken.

OFFICE/CLERICAL


BOOKKEEPING DEPARTMENT
CONTROLLER
LUNCH ROOM
EXIT
CURTAIN COUNTRY
MENS' ROOM
LADIES ROOM
STORE ROOM
FILES
MAIL ROOM
RECEPTION
MAIN ENTRANCE/ EXIT

CURTAIN COUNTRY

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are locked. Key must be obtained from receptionist.

2. Company occupies half of first floor of building.

3. Except by telephone, there is no customer contact at this location.

4. Exits are easily opened. An exit is located adjacent to area in which student will be working. All exits lead to parking lots.

JOB LIST

1. Organize Checks
    - A. Separate checks by store name
    - B. Place checks in numerical order
2. Bookkeeping
    - A. Check payroll check against bank statement
    - B. Enter key receiving data

JOB ANALYSIS 1: Organize Checks

Training Goal: Student will separate checks by store name into two piles and will place checks in each pile in alphabetical order.

Tasks Required for Job Completion:

A. Separate checks by store name

B. Place checks in numerical order

JOB ANALYSIS 1: Organize Checks

TASK ANALYSIS A: Separating Checks by Store name

Environment: Curtain Country

Sub-Environment: Clerical Department

Performance Objective: Student will separate checks into two piles and place statement sheets in numerical order.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Number recognition
5. Letter recognition

Materials/Resources:
1. Desk
2. Checks to be separated
3. Statements to be sorted

TA 1A: Separating Checks by Store Name

Student:________________________ Date:__________

Trainer:____________________________________

Antecedent Cue: "Name, separate checks and statements."

Component Steps:

1. Open envelope containing cashed payroll checks and statement sheets
2. Place checks onto table
3. Open statement sheets
4. Check number of statement sheets
5. Place statement sheets in numerical order
6. Place statement sheets onto desk, away from self
7. Begin to separate checks into 2 piles (Curtain Country, Karin's Kurtains) by placing checks of one company onto table, face down, and placing checks of the other company into a separate pile, face down.
8. Continue separating checks until original pile is depleted.

JOB ANALYSIS 1: Organize Checks

TASK ANALYSIS B: Placing Checks in Numerical Order

Environment: Curtain Country

Sub-Environment: Bookkeeping Department

Performance Objective: Student will place checks, which have been separated into piles, into numerical order.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Number recognition
5. Sequencing skills

Materials/Resources:
1. Desk
2. Checks

TA 1B: Placing Checks into Numerical Order

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put checks in order."

Component Steps:

1. Pick up stack of checks labeled "Karin's Kurtains"
2. Move these checks to one side of work table
3. Pick up checks labeled "Curtain Country"
4. Flip both piles of checks over, so that checks are facing upwards.
5. Begin to place checks in "Curtain Country" pile in numerical order (lowest to highest)
6. Continue placing checks in order until entire pile is in order.
7. Once "Curtain Country" checks are placed in numerical order, pick up "Karin's Kurtains" checks
8. Place "Karin's Kurtains" checks in numerical order
9. Continue placing checks in numerical order until complete.

JOB ANALYSIS 2: Bookkeeping

Training Goal: Student will assist bookkeepers by performing simple clerical tasks.

Tasks Required for Job Completion:

A. Check payroll checks against bank statement

B. Key receiving data entry

JOB ANALYSIS 2: Bookkeeping

TASK ANALYSIS A: Check Payroll Checks Received Against Bank Statement

Environment: Curtain Country

Sub-Environment: Bookkeeping Department

Performance Objective: Student will checkoff payroll checks, using bank statement

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Number recognition (date)

Materials/Resources:
1. Desk
2. Payroll checks
3. Bank statement

TA 2A: Check Payroll Checks Received Against Bank Statement

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, check payroll checks."

Component Steps:

1. Examine checks, one at a time, to be certain that they are in numerical order (lowest to highest)
2. Place check statment sheet on desk in front of self
3. Place checks to be checked off on desk to left of self
4. Pick up check
5. Flip check over so that it is face down on desk
6. Identify/locate stamped date (date cashed)
7. Flip check over to see front of check
8. Identify/locate amount of check
9. Look on statement for date found on back of check
10. Look on statement for amount found on front of check
11. When found, check off amount of check with pen
12. After checking statement, place check, face down, on desk at right of self
13. Continue checking until all checks in pile have been checked off.

JOB ANALYSIS 2: Bookkeeping

TASK ANALYSIS B: Enter Key Receiving Data

Environment: Curtain Country

Sub-Environment: Bookkeeping Department

Performance Objective: Student will enter data into the office computer.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Number/symbol recognition

Materials/Resources:
1. Desk
2. Computer
3. Data

TA 2B: Enter Key Receiving Data

Student:______________________________ Date:__________

Trainer:____

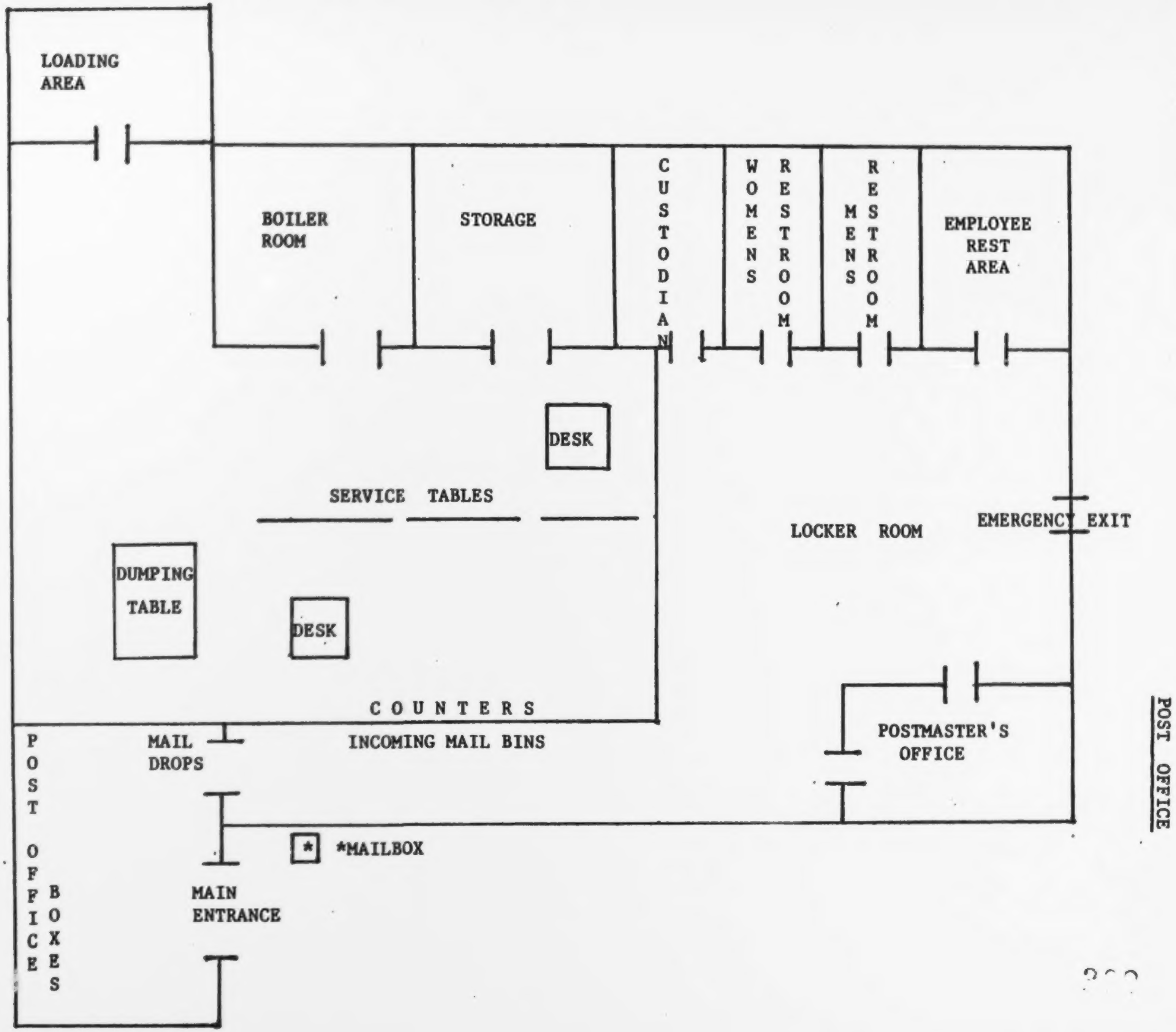
Antecedent Cue: "Name, enter data."

Component Steps:

1. Walk to desk with computer
2. Press "return" until "Main Menu" appears
3. Press "accounting number"
4. Press "return"
5. Press # 5 "Key Receiving" (Key Recs)
6. Press "return"
7. Enter store number
8. Enter key receiving number (with a vendor number)
9. Enter date using slashes (e.g., 8/28/86)
10. Enter collection charges
11. Enter shipping delivery (UPS) (Pilot)
12. Enter number of cartons received
13. Enter vendor number
14. Once all "Key Recs" have been entered, press the letters "END"
15. Press "return".

POST OFFICE

POST OFFICE


LOADING AREA
BOILER ROOM
STORAGE
CUSTODIAN
WOMENS RESTROOM
MENS RESTROOM
EMPLOYEE REST AREA
DESK
SERVICE TABLES
LOCKER ROOM
EMERGENCY EXIT
DUMPING TABLE
DESK
COUNTERS
MAIL DROPS
INCOMING MAIL BINS
POSTMASTER'S OFFICE
POST OFFICE
POST OFFICE BOXES
*
*MAILBOX
MAIN ENTRANCE

WOODBURY POST OFFICE

Important Physical Characteristics and Suggested Adaptations

1. Entire facility is on one floor.

2. Work areas are quiet

3. Lavatories are uncluttered and near all work areas.

4. Emergency exits are easily opened,
   and no alarm system is in operation
   during working hours.

5. All exits lead to a fairly busy parking lot
   which is very near a main road.

JOB LIST

1. Post Office Clerk
    - A. Sort Mail
    - B. Cancel local mail
    - C. Load mail truck
    - D. Unload mail truck

2. General Maintenance
    - A. Sweep floor
    - B. Mop floors
    - C. Bathroom maintenance
    - D. Clean employee lounge
    - E. Collect garbage
    - F. Clean glass windows and doors

JOB ANALYSIS 1: Post Office Clerk

Training Goal: Student will perform clerical tasks to assist post office staff.

Tasks Required for Job Completion:

A. Sort mail

B. Cancel local mail

C. Load mail truck

D. Unload mail truck

JOB ANALYSIS 1: Post Office Clerk

TASK ANALYSIS A: Sorting Mail

Environment: Post Office

Sub-Environment: Mail Sorting Area

Performance Objective: Student will sort mail received at local post office.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading skill
5. Matching skill

Materials/Resources:
1. Mail to be sorted from:
    a. service counter
    b. collection box outside post office
    c. mail drop bins inside post office lobby
2. Sorting bins
3. Dumping table

TA 1A: Sorting Mail

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, sort mail."

Component Steps:

1. Walk to service counter for bins of out-of-town mail
2. Using both hands, lift bin
3. Carry bin to dumping table
4. Place all mail onto dumping table by turning bin upside down over table
5. Return bin to sevice counter area
6. Walk to desk near dumping table
7. Open top drawer of desk
8. Remove collection box key from drawer
9. Holding key, close drawer
10. Carry key to storage area for empty sorting bins
11. Pick up one empty bin
12. Carry empty sorting bin to collection boxes outside post office
13. Place sorting bin on to ground in front of collection box for local mail

14. Kneel or bend to insert key into lock on collection box for local mail
15. Turn key to open box
16. Transfer all mailed items from collection box to sorting bin
17. Close collection box
18. Remove key from lock on collection box
19. Place key in bin (or other safe place)
20. Bring sorting bin containing local mail to designated area for local mail
21. Transfer all local mail from bin for carrying mail to bin for local mail
22. Carry empty bin, walk to collection boxes outside post office
23. Place sorting bin onto ground in front of collection box for out-of-town mail
24. Kneel or bend to insert key into lock on collection box for out-of-town mail
25. Turn key to open box
26. Transfer all mailed items from collection to sorting bin
27. Close collection box
28. Remove key from lock on collection box
29. Place key in bin (or other safe place)

30. Bring sorting bin containing out-of-town mail to dumping table
31. Place all out-of-town mail onto dumping table by turning bin upside-down over table
32. Place empty bin near dumping table
33. Remove key from safe place
34. Carrying key, walk to desk
35. Open top drawer of desk
36. Place key in usual storage area
37. Close drawer
38. Walk to empty bin near dumping table
39. Pick up empty bin
40. Carry bin to mail drop bins for out-of-town mail
41. Exchange empty bin for bin containing out-of-town mail
42. Carry filled bin to dumping table
43. Place all out-of-town mail onto dumping table by turning bin upside-down over table
44. Sort out-of-town mail into stamped letters, metered letters, stamped oversized (flats) mail, metered flats, and bulk mail, one item at a time
45. Continue to sort mail until all out-of-town mail is in bin for delivery.

JOB ANALYSIS 1: Post Office Clerk

TASK ANALYSIS B: Cancelling Local Mail

Environment: Post Office

Sub-Environment: Mail Sorting Area

Performance Objective: Student will cancel mail for local delivery, using official dated stamp of local post office, and an ink pad.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Number recognition

Materials/Resources:
1. Desk
2. Local mail to be cancelled
3. Sorting tray
4. Stamp with changeable dates
5. Stamp/ink pad (pre-inked)

TA 1B: Cancelling Local Mail

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, cancel local mail."

Component Steps:

1. Walk to service counter for bin of local mail to be cancelled
2. Using both hands, lift bin
3. Carry bin to designated area for local mail
4. Transfer all local mail from designated bin for local mail to bin of local mail to be cancelled
5. Carrying bin, walk to desk near dumping table
6. Place bin onto desk
7. Open top drawer of desk
8. Transfer needed materials (stamp, date box, ink pad) from drawer to desk top
9. Grasp stamp
10. Holding stamp in one hand, use other hand to remove old date (month and day)
11. Place old date into date box
12. Remove correct date from date box

13. Place correct date into date place on stamp
14. Grasp envelope to be cancelled
15. Place envelope, address side up, on to desk top
16. Pick up stamp
17. Holding stamp with date facing downward, press on to ink pad
18. Holding stamp same way, press on to stamped corner of envelope, cancelling mail
19. Continue to cancel mail until all envelopes to be cancelled have been cancelled
20. As needed, place cancelled mail into sorting tray for local mail
21. Return all materials to usual storage places.

JOB ANALYSIS 1: Post Office Clerk

TASK ANALYSIS C: Loading Mail Trucks

Environment: Post Office

Sub-Environment: Loading Area

Performance Objective: Student will load newly sorted mail onto waiting mail delivery truck.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Physical strength (70 lbs. lifting)

Materials/Resources:
1. Newly sorted mail in bins
2. Mail delivery truck and driver
3. Hand truck

TA 1C: Loading Mail Truck

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, load mail truck."

Component Steps:

1. Walk to storage area for empty hand truck
2. Using both hands, push hand truck to bins for newly sorted mail
3. One at a time, transfer designated bins from rack to hand truck
4. Once all bins to be loaded onto waiting mail truck, have been placed on hand truck, grasp handle of hand truck with both hands
5. Push hand truck to loading area
6. Using both hands, transfer designated bins, one at a time, from hand truck to designated place on mail truck
7. Once all bins to be loaded onto waiting truck have been placed in designated places on truck, return hand truck to usual storage area.

JOB ANALYSIS 1: Post Office Clerk

TASK ANALYSIS D: Unloading Mail Truck

Environment: Post Office

Sub-Environment: Loading Area

Performance Objective: Student will unload newly delivered local mail from waiting mail delivery truck.

Requisite Skills:
1. Fine gross motor skills
2. Following directions
3. Attention to task
4. Physical strength (70 lbs. lifting)

Materials/Resources:
1. Newly delivered local mail in sorting bins
2. Mail delivery truck
3. Hand truck

TA 1D: Unloading Mail Truck

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, unload mail truck."

Component Steps:

1. Walk to storage area for empty hand truck
2. Push hand truck to loading area
3. One at a time, transfer designated bins/bags from waiting mail delivery truck, to hand truck
4. Once all bins/bags have been removed from waiting mail delivery truck, grasp handle of hand truck
5. Push hand truck to designated area for that type of mail (1st class, 2nd class etc.)
6. Get attention of mail clerk to notify him/her of any mail for "Special Delivery" and to determine routing of newly delivered mail
7. Upon request by mail clerk, transfer designated bins from hand truck to designated area
8. Once hand truck is empty, return hand truck to usual storage area.

JOB ANALYSIS 2: General Maintenance

Training Goal: Student will straighten and clean various areas in post office.

Required Tasks for Job Completion:*

A. Sweep floors

B. Mop floors

C. Clean bathroom

D. Clean employee lounge

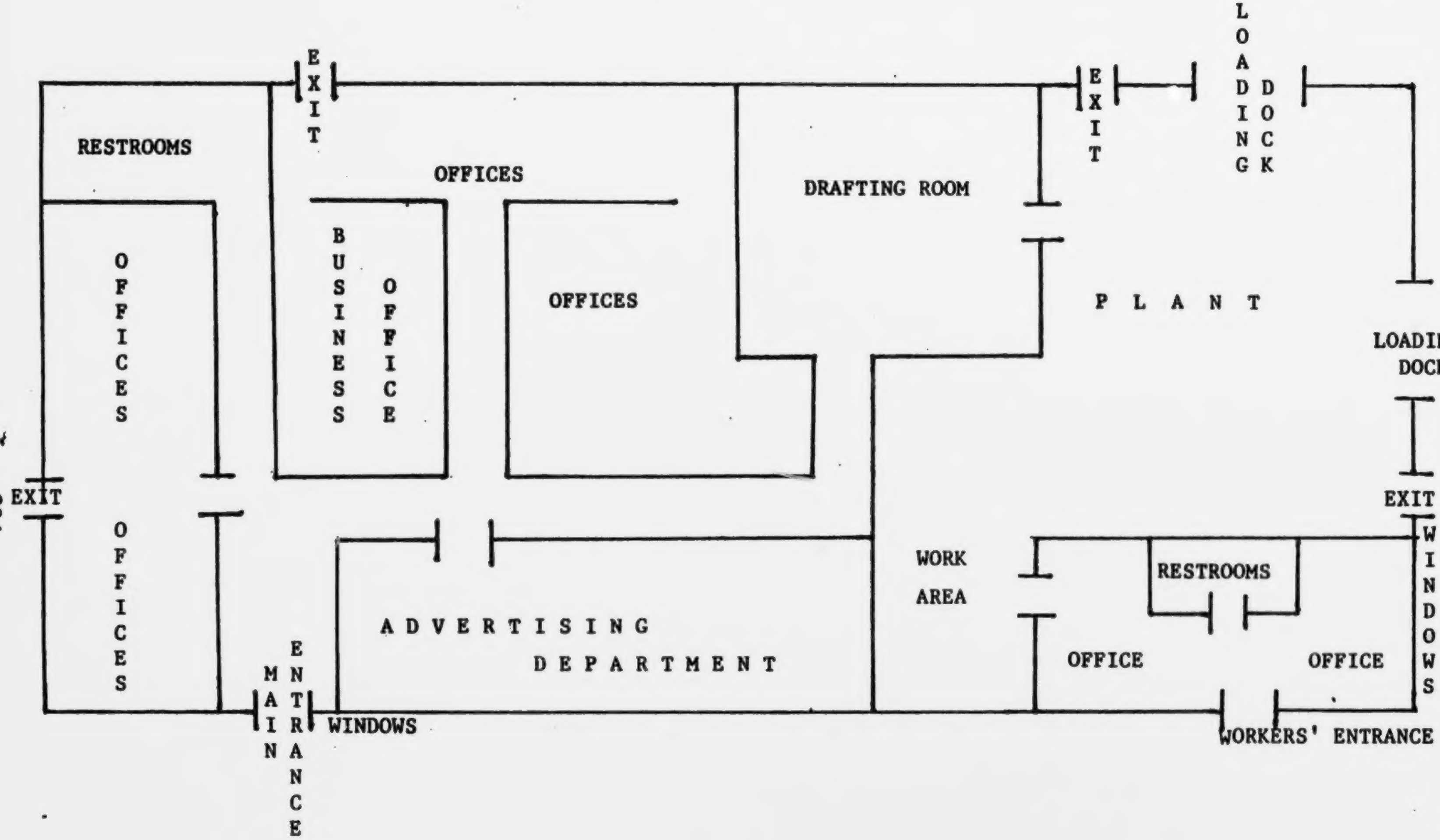
E. Collect garbage

F. Clean glass windows and doors

*Refer to Generic Skills Section for task analyses of above listed jobs.

PRINTING PLANT (PENNYSAVER)

PRINTING PLANT


EXIT
LOADING DOCK
EXIT
RESTROOMS
OFFICES
DRAFTING ROOM
OFFICES
BUSINESS OFFICE
OFFICES
PLANT
LOADING DOCK
EXIT
EXIT
OFFICES
WORK AREA
RESTROOMS
ADVERTISING DEPARTMENT
OFFICE
OFFICE
WINDOWS
MAIN ENTRANCE
WINDOWS
WORKERS' ENTRANCE

PENNYSAVER PRINTING PLANT

PENNYSAVER

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are conveniently located throughout the plant and office area.
2. Entire facility is on one floor.
3. Offices are crowded and busy.
4. Plant is spacious but very noisy. Ideal training placement for students with loud/active/inappropriate behaviors, as visibility is limited and ongoing noise at plant drowns out other sounds.
5. Emergency exits are easily opened, and no alarm system is in operation during working hours.
6. All exits of office and plant area lead to a fairly quiet parking/shipping area, which is 200 feet from a main road.

JOB LIST

1. Clerical Assistant
    - A. Collate papers
    - B. File
    - C. Stuff envelopes
    - D. Deliver messages
    - E. Apply address labels

2. Warehouse Jobs
    - A. Assemble boxes
    - B. Place printed materials in boxes

3. General Maintenance
    - A. Clean bathroom
    - B. Vacuum bathroom
    - C. Sweep floors
    - D. Mop floors
    - E. Wash glass windows and doors
    - F. Water plants
    - G. Collect garbage
    - H. Clean employee rest area
    - I. Maintain grounds

JOB ANALYSIS 1: Clerical Assistant

Training Goal: Student will assist newspaper staff in simple office tasks.

Required Tasks for Job Completion:

A. Collate papers

B. File

C. Stuff envelopes

D. Deliver messages

E. Apply address labels

JOB ANALYSIS 1: Clerical Assistant

TASK ANALYSIS A: Collating Papers

Environment: Printing Plant

Sub-Environment: Warehouse

Performance Objective: Student will collate papers and staple them together in sets.

Requisite Skills:
1. Fine motor skills
2. Following directions
3. Attention to task
4. Directionality
5. Number recognition

Materials/Resources:
1. Paper
2. Stapler
3. Staples

TA 1A: Collating Papers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put papers in order."

Component Steps:

1. Sit at desk
2. Pick up first page
3. Place first page face down on table
4. Pick up page number 2 and place it face down on top of page number 1, facing in same direction as previous page
5. Pick up page number 3 and place it face down on top of page number two
6. Continue collating pages until all papers are together in correct order
7. Turn entire pile over, face up, with page number 1 on top
8. Check that all pages are faced in the same direction
9. If necessary, correct any pages which are not facing in the proper direction
10. Pick up pile

11. Place left corner of collated set of papers into stapler making edges of all pages even
12. With one hand press down on stapler while holding pile together inside stapler with other hand. Make sure hands are not in path of staple
13. Remove stapled papers from stapler
14. Place stapled papers in pile on one side of work table
15. Continue collating papers, neatly placing each stapled set in finished pile, until all papers have been collated or until breaktime.

JOB ANALYSIS 1: Clerical Assistant

TASK ANALYSIS B: Filing

Environment: Newspaper Printing Plant

Sub-Environment: Offices

Performance Objective: Given papers/folders to file in order student will place materials in proper files.

Requisite Skills:
1. Ability to alphabetize
2. Ability to arrange items in numerical order
3. Fine motor skills
4. Following directions
5. Attention to task
6. Matching skills

Materials/Resources:
1. File cabinet
2. File box
3. Cards or folders to be filed

TA 1B: Filing

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, file."

Component Steps:

1. Grasp item to be filed
2. Holding item in one hand, open file cabinet drawer
3. Look at item to be filed
4. Place item into proper place in file cabinet in either alphabetical or numerical order
5. Continue to place items into files until all items have been filed, or until work period has ended
6. Close file cabinet.

JOB ANALYSIS 1: Clerical Assistant

TASK ANALYSIS C: Stuffing Envelopes

Environment: Newspaper Printing Plant

Sub-Environment: Plant

Performance Objective: Student will fold papers and place them into envelopes.

Requisite Skills:
1. Fine motor skills
2. Following directions
3. Attention to task
4. Folding skills

Materials/Resources:
1. Paper
2. Envelopes
3. Wet Sponges
4. Sponge holder
5. Box for outgoing mail

TA 1C: Stuffing Envelopes

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stuff envelopes."

Component Steps:

1. Pick up one paper at a time with both hands
2. Fold top half of paper evenly over bottom half
3. Once folded, press down along paper folds making certain fold remains
4. Hold folded paper in one hand, getting ready to place into an envelope
5. Pick up open envelope
6. Holding flap of envelope open with one hand, use other hand to place folded paper into envelope
7. Put envelope onto table, keeping flap face up
8. Remove wet sponge from holder
9. Place wet sponge onto glued section of envelope flap
10. Move sponge across glued flap
11. Place sponge into sponge holder
12. Using both hands, press down along edge of flap
13. Place sealed envelope into box for outgoing mail.

JOB ANALYSIS 1: Clerical Assistant

TASK ANALYSIS D: Delivering A Message

Environment: Office

Sub-Environment: Various places within main office, including front reception area, message box area, hall and small offices.

Performance Skills: Student will walk through hall and office appropriately to deliver a message to designee.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Directionality

Materials/Resources: Written Message(s)

TA 1D: Delivering a Message

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, deliver note to________ ."

Component Steps:

1. Walk out of room with note in hand
2. Walk quietly toward designated area
3. Open door of office
4. Walk into office
5. Hand note to appropriate person
6. Walk toward door
7. Walk out of office
8. Walk back to room quietly
9. Open door of room
10. Enter room quietly
11. Report to supervisor that message has been delivered.

JOB ANALYSIS 1: Clerical Assistant

TASK ANALYSIS E: Applying Address Label Stickers To Magazines

Environment: Newspaper Printing Plant

Sub-Environment: Warehouse

Performance Objective: Upon request, student will remove labels from pre-made list and apply these labels, one at a time, to magazines.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Pre-made list of label stickers
2. Magazines
3. Garbage pail

TA 1E: Applying Address Labels to Magazines

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, place stickers on magazines."

Component Steps:

1. Walk to storage place for un-addressed magazines
2. Remove stack of magazines from storage place
3. Carry magazines to work table
4. Place magazines onto table
5. Walk to storage place for pre-made label stickers
6. Remove sheets of labels from storage area
7. Carry labels to table
8. Place labels onto table
9. Sit down at table
10. Pick up top sheet of labels
11. Remove one label
12. Place label onto top magazine in appropriate position

13. Flip magazine over onto table (address facing downward)
14. Continue removing, and sticking labels onto magazines until work time has ended
15. To finish, place all empty label sheets into garbage pail
16. Leave addressed and unaddressed magazines on table in separate piles.

JOB ANALYSIS 2: Warehouse Jobs

Training Goal: Student will perform packaging tasks in warehouse.

Required Tasks for Job Completion:

A. Assemble Boxes

B. Place printed materials in boxes

JOB ANALYSIS 2: Warehouse Jobs

TASK ANALYSIS A: Box Assembly

Environment: Newspaper Printing Plant

Sub-Environment: Warehouse/Plant

Performance Objective: Student will fold box at creases and attach sides to each other so that box is in correct shape for use.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Sequencing skills
5. Knowledge of shapes (square)

Materials/Resources:
1. Boxes to be assembled

TA 2A: Box Assembly

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make boxes."

Component Steps:

1. Walk to storage area for unassembled boxes
2. Grasp one box
3. Carrying box, walk to table
4. Placing one hand between two sheets of cardboard, separate to make square
5. Fold box at each crease
6. Push down so as to form bottom of box, making box ready for use.

JOB ANALYSIS 2: Warehouse Jobs

TASK ANALYSIS B: Placing Printed Materials into Boxes

Environment: Newspaper printing plant

Sub-Environment: Warehouse/Plant

Performance Objective: Student will place magazines and/or newsletters into boxes for distribution.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Printed materials
2. Boxes

TA 2B: Placing Printed Materials in Boxes

Student:____________________________ Date:_________

Trainer:____

Antecedent Cue: "Name, box materials"

Component Steps:

1. Walk to storage for boxes
2. Remove box from storage place
3. Assemble box (refer to TA-2A)
4. Place box onto table
5. Walk to stack of materials ready to be boxed
6. Pick up stack of materials with both hands
7. Carry stack of materials to box
8. Place stack of printed materials neatly into box.

JOB ANALYSIS 3: General Maintenance

Training Goal: Student will straighten, clean, and maintain various areas of printing plant.

Required Tasks for Job Completion:*

A. Clean bathroom

B. Vacuum floors

C. Sweep floors

D. Mop floors

E. Wash glass windows and doors

F. Water plants

G. Collect garbage

H. Clean employee rest area

I. Maintain grounds

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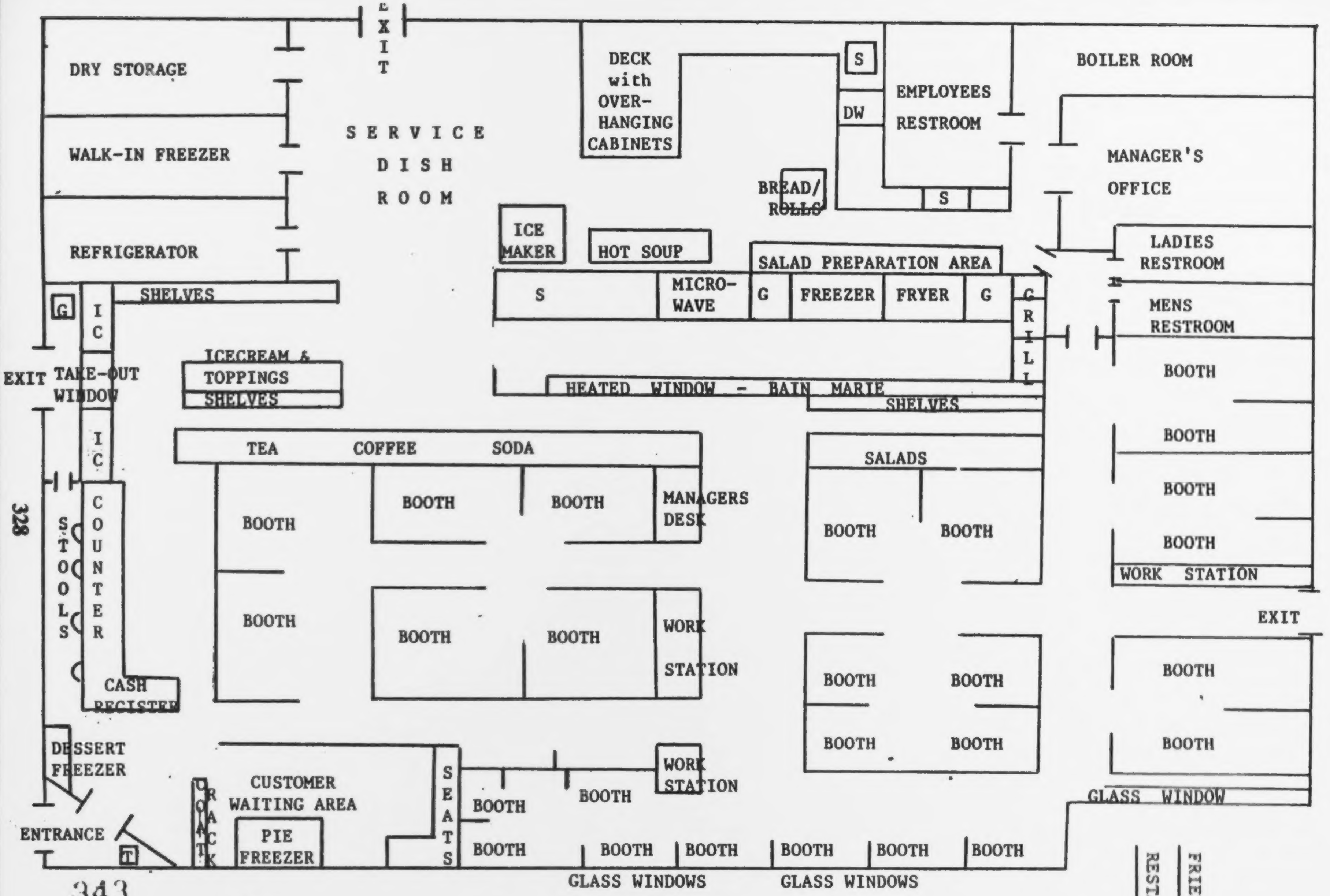
*Refer to Generic Skills Section for task analyses of the above listed jobs.

RESTAURANT


EXIT
DRY STORAGE
WALK-IN FREEZER
REFRIGERATOR
SERVICE DISH ROOM
DECK with OVER-HANGING CABINETS
S
DW
EMPLOYEES RESTROOM
S
BOILER ROOM
MANAGER'S OFFICE
BREAD/ROLLS
ICE MAKER
HOT SOUP
SALAD PREPARATION AREA
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SHELVES
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MICRO-WAVE
G
FREEZER
FRYER
G
GRILL
LADIES RESTROOM
MENS RESTROOM
EXIT
TAKE-OUT WINDOW
ICECREAM & TOPPINGS SHELVES
HEATED WINDOW - BAIN MARIE
SHELVES
BOOTH
IC
TEA
COFFEE
SODA
SALADS
BOOTH
BOOTH
STOOLS
COUNTER
BOOTH
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BOOTH
MANAGERS DESK
BOOTH
BOOTH
BOOTH
BOOTH
WORK STATION
BOOTH
BOOTH
BOOTH
WORK STATION
EXIT
CASH REGISTER
BOOTH
BOOTH
BOOTH
BOOTH
BOOTH
BOOTH
DESSERT FREEZER
CUSTOMER WAITING AREA
SEATS
BOOTH
BOOTH
WORK STATION
BOOTH
GLASS WINDOW
ENTRANCE
T
COAT RACK
PIE FREEZER
BOOTH
BOOTH
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BOOTH
GLASS WINDOWS
GLASS WINDOWS
RESTAURANT

343

FRIENDLY'S RESTAURANT

344

CODE

DW = Dishwasher
S = Sink
G = Garbage
IC = Icecream cases

FRIENDLY'S RESTAURANT

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are easily accessible and uncluttered.

2. Kitchen, which includes grill and sandwich and burger preparation area, should be off-limits due to the following:
   (a) cramped setting
   (b) hot oil for french fries
   (c) hot grill for burgers.

3. Caution should be observed at coffee stations due to hot plates.

4. Walk-in refrigerator is cold. Warm clothing is required.

5. Freezers are chest-type and stand-up. There is no walk-in freezer section.

6. Alternative means of slicing should be identified for slicing vegetables used at salad bar.

7. Emergency exits are easily opened, and an alarm system is in operation.

8. All exits of restaurant lead to a busy parking lot, which is close to a major road.

JOB LIST

1. Table preparation
    - A. Set table
    - B. Clear dirty table
    - C. Wash tables and seats
2. Replenishing Consumable Table Items
    - A. Sugar
    - B. Creamer
    - C. Salt and pepper
    - D. Napkins
3. Dishwasher
    - A. Gather and sort dishes for washing
    - B. Operate dishwasher
    - C. Deliver clean dishes to tableware station
4. Preparation of Salad Bar
    - A. Prepare vegetables
    - B. Clean salad bar stand
    - C. Fill stand with ice
    - D. Place vegetable bowls on stand
    - E. Fill salad dressing containers
    - F. Stock salad bar with plates and utensils

5. General Maintenance
   - A. Wipe menus
   - B. Clean ice cream freezers
   - C. Stock take-out counter
   - D. Wash walls
   - E. Stock dry storage shelves
   - F. Stock cold storage shelves
   - G. Straighten storage shelves
   - H. Wipe storage shelves
   - I. Clean glass windows and doors
   - J. Vacuum floor
   - K. Sweep floor and use dust pan
   - L. Mop floor

6. Bathroom Maintenance
   - A. Clean sink
   - B. Clean toilet
   - C. Clean mirror

JOB ANALYSIS 1: Table Preparation

Training Goal: Student will prepare tables for customer use.

Required Tasks for Job Completion:

A. Set tables

B. Clear dirty tables

C. Wash tables and seats

JOB ANALYSIS 1: Table Preparation

TASK ANALYSIS A: Setting Tables

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will set a table for two people.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Directionality

Materials/Resources:
1. 2 Napkins
2. 2 Forks
3. 2 Spoons
4. 2 Knives
5. Sugar bowl
6. Salt shaker
7. Pepper shaker
8. Ashtray
9. 2 Menus

TA 1A: Setting Tables

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, set table."

Component Steps:

1. Walk to service station area in dining room
2. Pick up serving tray
3. Place tray on counter top
4. Remove two napkins from napkin holder
5. Place napkins on tray
6. Remove two forks from holder, by handles
7. Place forks on tray
8. Remove two spoons from holder, by handles
9. Place spoons on tray
10. Remove two knives from holder, by handles
11. Pointing knives away from self, place on tray
12. Walk to table to set
13. Place napkins down on opposite sides of table
14. Place one fork on each napkin, facing up with handle near table edge

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15. Place each knife about 12 inches to right of fork
16. Place spoons next to knives
17. With serving tray, walk to storage place for sugar bowl, salt and pepper shakers, and ashtray
18. Remove 1 sugar bowl and place on tray
19. Remove 1 salt shaker and place on tray
20. Remove 1 pepper shaker and place on tray
21. Remove one ashtray and place on tray
22. Carry materials on tray to table
23. Place sugar bowl onto center of table
24. Place salt and pepper shakers down next to sugar bowl
25. Place ashtray down onto table next to sugar bowl
26. Return serving tray to serving station
27. Walk to storage area for unused menus
28. Remove two menus from holder
29. Carry two menus to table
30. Place both menus onto table near ashtray.

JOB ANALYSIS 1: Table Preparation

TASK ANALYSIS B: Clearing Dirty Table

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will completely clear a table of all dishes, glasses, utensils, and napkins.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Dish bin
2. Dirty dishes
3. Dirty glasses
4. Dirty utensils
5. Soiled napkins

TA 1B: Clearing Dirty Table

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clear table."

Component Steps:

1. Walk to storage area for dish bin
2. Carry dish bin to unoccupied dirty table
3. Place bin onto table
4. Pick up one dish
5. Place first dish on top of other dish
6. Lift both dishes, placing them into bin
7. Pick up all silverware
8. Place all silverware into bin
9. Pick up all used napkins and other garbage from the table
10. Place garbage into bin
11. Carry bin of dirty dishes, silverware and wastes to station on floor.

JOB ANALYSIS 1: Table Preparation

TASK ANALYSIS C: Washing Tables and Seats

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will wash off table and chairs with sponge until table appears clean, and will thoroughly dry table and chairs.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Wet sponge
2. Dry towel

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TA 1C: Washing Tables and Seats

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wash tables."

Component Steps:

1. Walk to storage area for sponge and towel
2. Remove 1 sponge and 1 dry towel from storage area
3. Carry sponge and towel to sink area
4. Turn on water
5. Place sponge under running water
6. Allow sponge to get wet
7. Once wet, remove sponge from water
8. Turn off water
9. Lift spray bottle of cleaning liquid (on counter next to sink)
10. Place small amount of cleaning liquid on sponge
11. Return cleaning liquid to counter
12. Carry sponge and towel to dirty table
13. Place towel on shoulder
14. Begin to wash table by placing wet sponge onto table
15. Move hand with sponge around table

16. Clean under sugar bowl, salt and pepper shakers and ashtray by lifting them with one hand and washing with the other
17. Wipe entire table until it appears clean
18. Remove sponge from table
19. Place sponge onto one seat and wipe until clean
20. Place sponge onto other seat and wipe until clean
21. Place dirty sponge in non-dominant hand
22. Remove dry towel from shoulder
23. Dry table with towel
24. Dry seats with towel
25. Once table has been washed and dried, carry sponge and towel to sink area
26. Place towel into dirty linen basket
27. Turn on water
28. Rinse sponge briefly under water
29. Turn off water
30. Wring out excess water from sponge
31. Place sponge onto counter of sink.

JOB ANALYSIS 2: Replenishing Consumable Table Items

Training Goal: Student will perform all tasks required to maintain supplies of sugar, milk, salt pepper and napkins on tables.

Required Tasks for Job Completion:

A. Refill sugar holder for customer use

B. Refill creamer

C. Refill salt and pepper shakers

D. Refill napkin dispenser

JOB ANALYSIS 2: Replenishing Consumable Table Items

TASK ANALYSIS A: Refilling Sugar Containers

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will get additional sugar packets for each bowl and put them in the bowl, on each table.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Box of sugar packets
2. Bowls on tables

TA 2A: Refilling Sugar Containers

Student: ______________________________ Date: __________

Trainer: ____

Antecedent Cue: "Name, get sugar for tables."

Component Steps:

1. Walk to storage area for sugar
2. Remove box of sugar packets from shelf
3. Carrying box, return to table
4. Remove box of sugar packets from box
5. Place a few packets into sugar bowl on each table
6. Continue to add more packets until bowl is full
7. Return box of sugar to storage area.

JOB ANALYSIS 2: Replenishing Consumable Table Items

TASK ANALYSIS B: Refilling Creamers

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student wil check each milk container and will refill those which need more milk

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Refrigerator
2. Milk cartons

TA 2B: Refilling Creamers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill creamers."

Component Steps:

1. Walk to refrigerator
2. Open door
3. Remove milk carton
4. Close refrigerator
5. Carrying carton, walk to each table, one at a time
6. At each table, place carton on table
7. After carton is set down, pick up creamer
8. Open lid of creamer
9. Look inside creamer, checking to see if more milk is needed
10. If more milk is needed place creamer on table, hold creamer in stationary position, and refill almost to top
11. When creamer is full, close lid
12. Put down milk carton
13. Replace creamer neatly on table
14. Continue checking and filling creamers until all tables have been done

15. Carry milk back to refrigerator
16. Replace milk on refrigerator shelf
17. Close refrigerator.

JOB ANALYSIS 2: Replenishing Consumable Table Items

TASK ANALYSIS C: Refilling Salt and Pepper Shakers

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will fill salt and pepper shakers and place neatly on tables.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Empty salt and pepper shakers
2. Boxes of salt and pepper
3. 2 funnels

TA 2C: Refilling Salt and Pepper Shakers

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill salt and pepper shakers."

Component Steps:

1. Walk to dry storage area
2. Remove boxes of salt and pepper from shelf
3. Remove 2 funnels from shelf
4. Carry salt and pepper boxes and 2 funnels to unused table/booth
5. Place all materials down onto table
6. If salt shaker needs to be filled unscrew tops of salt shakers
7. Remove tops of both shakers
8. Place tops onto table
9. Pick up one funnel
10. Place funnel into salt shaker
11. Open box of salt
12. Lift box of salt
13. Pour salt into funnel, filling shaker with salt almost to top

14. Close box of salt
15. Replace box onto table
16. Tap funnel, making certain all salt is in shaker
17. Remove funnel from shaker
18. Place funnel onto table
19. Pick up matching top of salt shaker
20. Screw top of salt shaker onto filled shaker
21. If pepper shaker needs refilling, unscrew top of shaker
22. Pick up clean funnel
23. Place funnel into pepper shaker
24. Open box of pepper
25. Lift box of pepper
26. Pour pepper into funnel, filling shaker with pepper almost to top
27. Close box of pepper
28. Replace box onto table
29. Tap funnel, making certain all pepper is in shaker
30. Remove funnel from shaker
31. Place funnel onto table
32. Pick up matching top of pepper shaker
33. Screw top of pepper shaker onto filled shaker
34. Position salt and pepper shakers neatly on table
35. Pick up both boxes of salt and pepper
36. Pick up both funnels

37. Carry materials to each table
38. Check salt and pepper shakers, one table at a time
39. Fill shakers which need more salt or pepper
40. When all tables have been done, carry funnels to sink area
41. Place funnels in sink
42. Carry boxes of salt and pepper to dry storage area.

JOB ANALYSIS 2: Replenishing Consumable Table Items

TASK ANALYSIS D: Refilling Napkin Dispenser

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will get napkins and fill both sides of dispenser.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1: Box of napkins
2. Napkin dispenser

TA 2D: Refilling Napkin Dispenser

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, get napkins."

Component Steps:

1. Walk to storage area for napkins
2. Remove package of napkins from shelf
3. Carrying package, walk to each table, one at a time
4. Remove several napkins from package at each table
5. Check if napkin holder needs to be filled
6. Place napkins into one side of napkin dispenser, if needed
7. Place napkins into second side of dispenser, if needed
8. Got to each table, check dispenser and fill if necessary
9. Return remaining napkins to storage area.

JOB ANALYSIS 3: Dishwasher

Training Goal: Student will perform all tasks needed to clean dishes.

Required Tasks for Job Completion:

A. Gather and sort dirty dishes

B. Operate dishwasher

C. Deliver clean dishes to tableware station

JOB ANALYSIS 3: Dishwasher

TASK ANALYSIS A: Sorting Dirty Dishes

Environment: Restaurant

Sub-Environment: Dishwashing Area

Performance Objective: Student will gather and sort dishes into racks for washing.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Bins full of soiled tableware
2. Trash bin
3. Counter
4. Racks for washing dishes, glasses, etc.
5. Sink with spray hose

TA 3A: Sorting Dirty Dishes

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, make dishes ready for washing."

Component Steps:

1. Walk to counter where dirty tableware is kept
2. Using both hands, pick up bin containing soiled tableware
3. Carrying bin, walk to dishwashing area
4. Place bin onto counter near dishwasher
5. One by one, remove dirty dishes into correct place on dishwasher rack
6. Once scraped, place dishes into correct place on dishwasher rack
7. When rack is full, use both hands to transfer rack from counter to sink containing spray hose
8. Turn on water
9. Grasp spray hose, aiming at soiled tableware
10. Thoroughly rinse all tableware in rack
11. Turn off water
12. Replace spray hose in proper place above sink
13. Use both hands to transfer rack from sink to counter next to dishwasher.

JOB ANALYSIS 3: Dishwasher

TASK ANALYSIS B: Washing Dishes

Environment: Restaurant

Sub-Environment: Dishwashing Area

Performance Objective: Student will operate and unload dishwasher.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Racks full of rinsed tableware
2. Dishwasher
3. Counter
4. Three-shelved utility cart

TA 3B: Washing Dishes

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wash dishes."

Component Steps:

1. Using both hands, slide rack of rinsed tableware from counter to dishwasher
2. Pull handle to close dishwasher door and begin washing process
3. When washing stops, push handle to open dishwasher door
4. If necessary move back a few steps and wait for steam to escape
5. When steam has escaped, use both hands to slide rack of rinsed tableware from dishwasher to counter for clean tableware
6. When tableware is cool enough to touch, transfer items, a few at a time, to three-shelved utility cart.

JOB ANALYSIS 3: Dishwasher

TASK ANALYSIS C: Delivering Clean Dishes

Environment: Restaurant

Sub-Environment: Dishwashing Area

Performance Objective: Student will deliver clean dishes to tableware station.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Tableware station
2. Three-shelved utility cart
3. Cleaned tableware

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TA 3C: Delivering Clean Dishes to Tableware Station

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, deliver dishes."

Component Steps:

1. Walk to three-shelved utility cart containing cleaned dishes
2. Using both hands, push cart to tableware station
3. Release cart next to tableware station
4. A few at a time, place tableware items in correct places at tableware station
5. When cart is empty, use both hands to transfer bin of soiled tableware from place at tableware station to empty cart
6. Using both hands, push cart to dishwashing area
7. Release cart next to counter for soiled tableware.

JOB ANALYSIS 4: Preparation of Salad Bar

Training Goal: Student will perform all tasks needed to prepare salad bar for customer use.

Required Tasks for Job Completion:

A. Slice vegetables and place in bowls

B. Clean salad bar stand

C. Fill stand with ice

D. Place vegetable bowls on stand

E. Fill salad dressing containers

F. Stock salad bar with plates and utensils

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS A: Preparing Vegetables

Environment: Restaurant

Sub-Environment: Salad Bar Preparation Area

Performance Objective: Student will wash, slice, and place vegetables in bowls.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Knowledge of safety skills (knife used)

Materials/Resources:
1. Knife
2. Cutting board
3. Sink
4. Vegetables
5. Bowls

TA 4A: Preparing Vegetables

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, slice vegetables."

Component Steps:

1. Wash hands
2. Walk to storage place for vegetables
3. Carry vegetables to sink
4. Place vegetables in strainer in sink
5. Turn on water
6. Rinse vegetables under running water
7. Shake strainer until water has been drained
8. Carry vegetables in strainer to preparation table
9. Place strainer on table
10. Select one vegetable at a time, to cut (e.g., select carrot)
11. Place vegetable on cutting board
12. Grasp knife with one hand, while holding vegetable with other hand
13. Slice vegetable into bite-size pieces

14. When vegetable is completely cut, move pieces to separate pile, to side of cutting board
15. Select next vegetable to be cut and remove from strainer
16. Cut/slice all vegetables, one at a time, until there are no remaining vegetables on table
17. Place knife on table
18. Get bowl from storage area
19. Place bowls on counter, next to sliced vegetables, ready to be filled
20. Using both hands, scoop up sliced vegetables, one type at a time
21. For each type of vegetable, move hands over to top of bowl
22. Slowly open hands, letting vegetables drop gently into bowl.

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS B: Cleaning Salad Bar Stand

Environment: Restaurant

Sub-Environment: Salad Bar Preparation Room

Performance Objective: Student will spray and wipe clean all surfaces of the salad bar.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. All purpose cleaner
2. Towel
3. Rubber gloves

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TA 4B: Cleaning Salad Bar Stand

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean salad bar."

Component Steps:

1. Walk to storage area for needed materials (i.e., rubber gloves, towel and all-purpose cleanser)
2. Put on rubber gloves
3. Carry towel and all-purpose cleanser to salad bar stand
4. Spray plexiglass covering with all-purpose cleanser
5. Using towel, wipe off cleanser from plexiglass cover
6. Spray counter with all-purpose cleanser
7. Wipe counter, until dry, with towel
8. Remove rubber gloves
9. Carry materials back to storage area
10. Put materials into their respective storage places.

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS C: Filling Salad Bar with Ice

Environment: Restaurant

Sub-Environment: Salad Bar Preparation Room

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Ice machine and ice
2. Ice Scoop
3. Two large bins for ice
4. Utility cart with two shelves

TA 4C: Fill Salad Bar with Ice

Student:________________________________ Date:___________

Trainer:____

Antecedent Cue: "Name, get ice for salad bar."

Component Steps:

1. Walk to utility cart
2. Push cart to storage area for ice bins and scoop
3. Using both hands, pick up one ice bin
4. Place bin on lower shelf of cart
5. Using both hands, grasp a second bin
6. Place second bin onto lower shelf of cart
7. Grasp scoop
8. Place scoop onto cart
9. Push cart to ice machine
10. Release cart in front of machine
11. Bend to reach door of ice machine to open door
12. Pull handle of ice machine to open door
13. Push scoop into ice
14. Lift with scoop and place ice into ice bin

15. Continue to scoop up ice until both ice bins on cart are nearly full
16. Close ice machine door
17. Push cart to salad bar stand
18. One at a time, remove two ice bins from lower shelf of utility cart, lifting them onto upper shelf
19. Grasp scoop from utility cart
20. Push scoop into ice
21. Lift scoop with ice and place ice into middle part of salad bar
22. While moving around salad bar stand, continue to scoop up ice until both ice bins are empty
23. Return materials to ice machine to have bins refilled.

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS D: Placing Vegetable Bowls on Salad Bar

Environment: Restaurant

Sub-Environment: Salad Bar Stand

Performance Objective: Student will place bowls of vegetables around salad bar.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Bowls of sliced vegetables
2. Two 2-shelved carts
3. 2 bins filled with ice and 1 empty bin
4. Scoop
5. Salad bar stand

TA 4D: Placing Bowls of Vegetables on Salad Bar

Student:______________________ Date:__________

Trainer:____________________________________

Antecedent Cue: "Name, put vegetables on stand."

Component Steps:

1. Walk to empty two-shelved utility cart
2. Push cart to table on which bowls of salad vegetables have been placed
3. Release cart next to table
4. One by one, grasp each bowl of vegetables with both hands and place onto cart
5. Push cart with salad bowls to salad bar stand
6. Move around salad bar stand, placing each bowl of vegetables on ice, pressing bowls firmly down into place
7. Push empty cart back to preparation area
8. Walk to two-shelved utility cart containing 2 ice bins and scoop
9. Push cart to salad bar stand

10. One at a time, remove two ice bins from lower shelf of utility cart, lifting them onto upper shelf
11. Grasp scoop from utility cart
12. Push scoop into ice
13. Lift scoop with ice and place ice around one salad bowl until ice is almost level with edge of bowl
14. Moving around salad bar stand, continue to scoop ice around each bowl until all bowls are surrounded by ice
15. Place scoop onto cart
16. Carry materials back to storage area
17. Put materials into their respective storage places.

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS E: Filling Salad Dressing Containers

Environment: Restaurant

Sub-Environment: Salad Bar Preparation Area

Performance Objective: Student will pour salad dressing neatly into containers.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Cans of salad dressing
2. Empty or partially full containers
3. Serving spoons

TA 4E: Filling Salad Dressing Containers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill containers with salad dressing."

Component Steps:

1. Walk to storage place for cans of salad dressing
2. Remove cans of different types of dressings from storage room
3. Carry cans to salad bar preparation area
4. Place cans on counter
5. Locate can opener on counter
6. Open cans of salad dresing with can opener
7. Locate containers on counter
8. Place spoon from one container into can of salad dressing
9. Scoop salad dressing from can to container
10. Continue scooping dressing until container is filled with dressings
11. Fill all containers with the type of dressing written on container

12. Place spoon into sink
13. Place empty salad dressing cans into garbage pail
14. Pick up remaining containers one at a time and place onto carts
15. Push cart out to salad bar stand
16. Lift containers of salad dressing one by one placing them into ice on salad bar stand
17. Push cart to storage area.

JOB ANALYSIS 4: Preparation of Salad Bar

TASK ANALYSIS F: Stocking Serving Supplies at Salad Bar

Environment: Restaurant

Sub-Environment: Salad Bar Area

Performance Objective: Student will stock salad bar stand with serving spoons and plates for customer use.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Serving spoons
2. Plates
3. Cart

TA 4F: Stocking Serving Supplies at Salad Bar

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name stock salad bar."

Component Steps:

1. Walk to storage area for carts
2. Grasp one cart with both hands
3. Push cart to clean dish area
4. Release cart in front of shelf of dishes
5. Pick up a pile of clean plates from shelf
6. Place plates onto cart
7. Pick up clean serving spoons from bin
8. Place spoons onto cart
9. Push cart, with spoons and plates, to salad bar stand
10. Lift plates from cart and place in section reserved for plates on salad bar
11. Pick up all serving spoons from cart and place on edge of salad bar
12. One by one remove spoons and place the spoons into the bowls of vegetables and dressings
13. Return cart to storage room.

JOB ANALYSIS 5: General Maintenance

Training Goal: Student will perform maintenance tasks required in a restaurant setting.

Required Tasks for Job Completion:

A. Wipe menus

B. Clean ice cream freezers

C. Stock take-out counter*

D. Wash Walls*

E. Stock dry storage shelves*

F. Stock cold storage shelves*

G. Straighten storage shelves*

H. Wipe storage shelves*

I. Clean glass windows and doors*

J. Vacuum carpeted floors*

K. Sweep floor and use dust pan*

L. Mop floor*

M. Cleaning counters*

N. Clean employee rest area*

*Refer to Generic Skills Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 5: General Maintenance

TASK ANALYSIS A: Wiping Menus

Environment: Restaurant

Sub-Environment: Dining Area

Performance Objective: Student will thoroughly clean menus with wet rag, and will dry menu with dry rag.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Dry Rag
2. Wet rag
3. All-purpose cleaner
4. Dirty menus

TA 5A: Wiping Menus

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: **"Name, wipe menus."**

Component Steps:

1. Walk to storage area for rags
2. Remove two rags from shelf
3. Carry rags to sink area
4. Turn on water
5. Place one rag under running water, allowing rag to get wet
6. Once wet, remove rag from under water
7. Turn off water
8. Squeeze out excess water from rag
9. Pick up spray bottle of all-purpose cleaner
10. Spray rag with cleaner
11. Replace bottle of all-purpose cleaner on counter
12. Carry rags out to unused booth
13. Place rags onto table
14. Walk to menu holder near entrance of store
15. Pick up several menus with both hands
16. Carry menus to unused booth

17. Place menus on top of table
18. Sit down on seat at booth
19. Lift one menu
20. Open menu
21. Place open menu on table
22. Pick up wet rag
23. Wipe menu with rag
24. Put down wet rag and lift dry rag
25. Dry menu
26. Put down dry rag
27. Close menu
28. Wash and dry front of menu
29. Flip menu over to back
30. Wash and dry back of menu
31. Place cleaned menu on table
32. Clean inside and outside of all menus, placing clean menus in one pile
33. Once all menus are cleaned, carry menus back to menu holder
34. Replace menus into holder
35. Walk back to sink area
36. Pick up rags
37. Carry rags to sink area
38. Place rags into sink, ready to be cleaned.

JOB ANALYSIS 5: General Maintenance

TASK ANALYSIS B: Cleaning Ice Cream Freezers

Environment: Restaurant

Sub-Environment: Ice Cream Bar

Performance Objective: Student will clean the top and side of an ice cream freezer, using all-purpose cleaner, sponge and rags.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. All-purpose spray-type cleaner
2. Sponge
3. Rubber gloves

TA 5B: Cleaning Ice Cream Freezers

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean ice cream freezer."

Component Steps:

1. Walk to storage area for needed materials (rubber gloves, sponge, all-purpose cleaner)
2. Put on rubber gloves
3. Carry sponge and all-purpose cleaner to ice cream freezer
4. Spray top, front, and side of freezer with all-purpose cleaner
5. Using sponge, wipe off cleaner until surface is dry
6. Using sponge, wipe around edges of doors and handles
7. Continue to spray and wipe surfaces until entire freezer has been cleaned
8. Carry materials back to storage area
9. Remove rubber gloves
10. Replace all used materials into their respective storage places.

JOB ANALYSIS 6: Bathroom Maintenance

Training Goal: Student will perform all tasks needed to entirely clean bathroom for employee and customer use.

Required Tasks for Job Completion:*

A. Clean Sink

B. Clean Toilet

C. Clean Mirror

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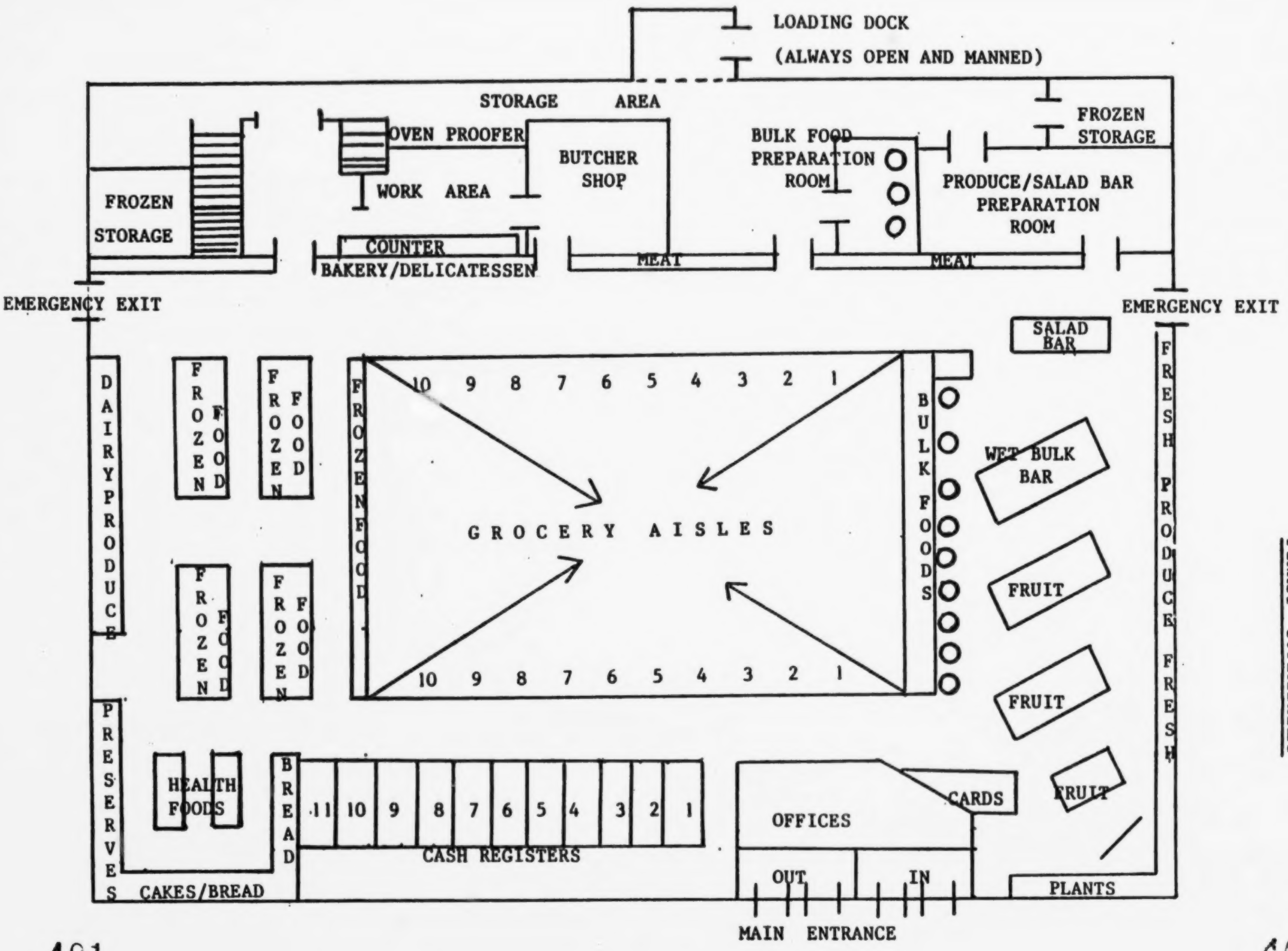
*Refer to Generic Skills Section for task analyses of the above listed jobs.

SUPERMARKET


LOADING DOCK
(ALWAYS OPEN AND MANNED)
STORAGE AREA
OVEN PROOFER
WORK AREA
BUTCHER SHOP
BULK FOOD PREPARATION ROOM
FROZEN STORAGE
PRODUCE/SALAD BAR PREPARATION ROOM
FROZEN STORAGE
COUNTER
BAKERY/DELICATESSEN
MEAT
MEAT
EMERGENCY EXIT
EMERGENCY EXIT
SALAD BAR
DAIRY PRODUCE
FROZEN FOOD
FROZEN FOOD
FROZEN FOOD
FROZEN FOOD
FROZEN FOOD
10 9 8 7 6 5 4 3 2 1
GROCERY AISLES
10 9 8 7 6 5 4 3 2 1
BULK FOODS
WET BULK BAR
FRUIT
FRUIT
FRUIT
FRESH PRODUCE
FRESH
PRESERVES
HEALTH FOODS
BREAD
11 10 9 8 7 6 5 4 3 2 1
CASH REGISTERS
CAKES/BREAD
OFFICES
CARDS
OUT
IN
PLANTS
MAIN ENTRANCE

FINAST SUPERMARKET

FINAST

Important Physical Characteristics and Suggested Adaptations

1. Bakery oven is always hot. A red line on floor could indicate off-limits area
2. Storage area is cold. Warm clothing is needed to work in this area. Students should be accompanied to walk-in freezers.
3. Loading dock is always open, but never unoccupied.
4. Lavatories are located on second floor
5. Emergency exits are easily opened.

JOB LIST

1. Maintenance of Bulk Food Bins
    - A. Empty and clean bins
    - B. Fill and replace bins

2. Maintenance of Supermarket Shelves
    - A. Find and reshelve misplaced items
    - B. Straighten shelves
    - C. Stock shelves
    - D. Apply price tickets to new goods

3. Maintenance of Cash Register Area
    - A. Stock cash register area with paper bags
    - B. Replace unpurchased items

4. Baker's Assistant
    - A. Pan dough onto bakings sheet
    - B. Bag/wrap baked goods
    - C. Shelve baked goods

5. General Store Maintenance
    - A. Sweep floor
    - B. Mop floor
    - C. Clean counters
    - D. Clean employee rest area
    - E. Water plants
    - F. Gather unused shopping carts

6. Bathroom Maintenance
    - A. Clean sink
    - B. Clean toilet bowl
    - C. Clean mirror

JOB ANALYSIS 1: Maintaining Bulk Food Bins

Training Goal: Student will empty, clean and refill bins used to store bulk foods.

Required Tasks For Job Completion:

A. Clean bulk food bins

B. Fill and replace bins

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JOB ANALYSIS 1: Maintaining Bulk Food Bins

TASK ANALYSIS A: Cleaning Bulk Food Bins

Environment: Supermarket

Sub-Environment: Bulk food area

Performance Objective: Student will empty and clean bins used to store bulk foods.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:

1. Two shelved utility carts
2. Bulk food bins
3. Triple sink
4. Liquid soap
5. Disinfectant
6. Sponge
7. Paper towels
8. Rubber gloves
9. Scoop
10. Two (or more) large bins for leftover food from bulk food area

TA 1A: Cleaning Bulk Food Bins

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean food bins."

Component Steps:

1. Walk to storage place for unused carts
2. Push cart to bulk food area
3. Walk around bulk food area, placing designated bins, one at a time, onto cart.
4. Push cart to bulk food preparation room
5. Once in bulk food preparation room, place cart in front of sink
6. Place drain stoper in each sink drain of triple sink
7. Fill first sink with hot water
8. Pour small amount of liquid soap into first sink
9. Fill second sink with hot water
10. Fill third sink with hot water
11. Pour small amount of disinfectant into third sink
12. Using scoop, empty bins, one at a time, placing contents into clean bin
13. One at a time, move empty bins from cart to first sink

14. Put on rubber gloves
15. Wash inside and outside of each bin with sponge and soapy water
16. After washing each bin, transfer it to the second sink which contains the rinsing water
17. Rub the bin in the rinse water, removing all soap
18. Once bin has been rinsed, transfer it from the second sink to the third sink which contains the disinfectant solution
19. Immerse bin completely in disinfectant solution
20. Place bin on counter
21. Remove paper towel from roll above the sink
22. Thoroughly dry each bin, inside and out
23. Discard used paper towel in garbage
24. Pick up dried bins and place on counter to fill
25. Remove rubber gloves.

JOB ANALYSIS 1: Maintaining Bulk Food Bins

TASK ANALYSIS B: Filling and Replacing Bulk Food Bins

Environment: Supermarket

Sub-Environment: Bulk Food Area

Performance Objective: Student will fill and replace bulk food bins.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Two shelved utility cart
2. Bulk food bins
3. Two or more large bins of leftover food from bulk food area
4. Scoop
5. Boxes of food

11. Continue to fill cleaned bins with bulk food until all available cleaned bins have been filled, putting any leftovers on top of appropriate bins
12. Return boxes of food to storage area
13. Push empty two-shelved cart to bulk food preparation area
14. Release cart near counter containing filled bulk food bins
15. One at a time, move filled bins from counter to two-shelved utility cart
16. After all filled bins have been placed on cart, push cart to bulk area
17. Walk around bulk food area, placing filled bins, one at a time, in their usual places in bulk food area.
18. Once all bulk food bins have been replaced, push cart to storage area.

TA 1B: Refilling and Replacing Bulk Food Bins

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill and replace food bins."

Component Steps:

1. Walk to empty two-shelved utility cart
2. Push cart to food storage area
3. One by one, grasp boxes of food needed for bulk food bins and place each box onto cart
4. Push cart to bulk food preparation area
5. Release cart near counter with clean empty bins
6. Select a bulk food bin to be refilled
7. Select box of bulk food bin to be refilled
8. Open box of food
9. Using scoop, fill bin with food, leaving room at top for any leftover food in extra bin
10. Using scoop, transfer content of bin containing leftovers into remaining space in bulk food bin

JOB ANALYSIS 2: Maintaining Order on Supermarket Shelves

Training Goal: Student will straighten items on shelves in supermarket in a neat and orderly fashion.

Required Tasks for Job Completion:

A. Replace misplaced items in the correct location

B. Straighten shelves

C. Stock shelves for customer use

D. Apply price stickers to newly acquired goods

JOB ANALYSIS 2: Maintaining Order on Supermarket Shelves

TASK ANALYSIS A: Replacing Misplaced Items

Environment: Supermarket

Sub-Environment: Aisles

Performance Objective: Student will identify misplaced items and replace them in their correct locations.

Requisite Skills:
1. Fine and gross motor skills
2. Following direcitions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Shopping cart
2. Grocery items

TA 2A: Replacing Misplaced Items

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, place items in proper place."

Component Steps:

1. Grasp cart handle with both hands
2. Push cart up aisle, looking at shelves for misplaced items
3. When misplaced item is found, pick up item
4. If correct spot for item is nearby, place item where it belongs
5. Otherwise, place item into cart
6. Continue pushing cart and looking at shelves for misplaced items
7. When correct location is found for items in cart, reshelve items.

JOB ANALYSIS 2: Maintaining Order on Supermarket Shelves

TASK ANALYSIS B: Straightening Shelves

Environment: Supermarket

Sub-Environment: Aisles

Performance Objective: Student will identify messy shelves and arrange items so that they are displayed neatly and attractively.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Shopping cart
2. Grocery items

TA 2B: Straightening Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, straighten shelves."

Component Steps:

1. Grasp an empty cart with both hands
2. Push cart into aisle and stand in front of first products on shelf
3. Identify goods that do not belong in that section, take them off the shelf and deposit them into the cart
4. Check shelf to see that each product is lined up with its correct brand name and size package (If they are not properly lined up, put them in correct order)
5. Straighten one brand at a time, so that it is uniformly neat, with the package upright and labels facing the aisle
6. Move to the next brand and follow the same procedure, until all products on the shelves in that aisle (on both sides) are neat
7. Move into the next aisle, taking the cart, and continue to straighten shelves until all shelves in the supermarket are in order.

JOB ANALYSIS 2: Maintaining Order on Supermarket Shelves

TASK ANALYSIS C: Stock Shelves for Customer Use

Environment: Supermarket

Sub-Environment: Aisles

Performance Objective: Student will neatly refill empty shelf areas with correct items.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Matching skills

Materials/Resources:
1. Shelves
2. Cart
3. Box containing product to be shelved
4. Garbage pail

TA 2C: Stocking Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock shelves."

Component Steps:

1. Walk up and down aisles looking for empty or partially full shelve areas
2. Locate shelf area which needs to be restocked
3. Identify product which belongs on shelf
4. Push utility cart to storage area for box of needed product
5. Place box onto cart
6. Push cart to appropriate aisle
7. Stop in front of shelf which needs to be restocked
8. Open box
9. Pick up one item at a time and place item neatly on shelf until shelf is full
10. Push cart to storage room
11. If box is empty, deposit into garbage
12. Push cart to cart storage area.

JOB ANALYSIS 2: Maintenance of Supermarket Shelves

TASK ANALYSIS D: Applying Price Stickers to New Goods

Environment: Supermarket

Sub-Environment: Grocery Aisles

Performance Objective: Student will apply price stickers to all newly acquired products in a given box.

Requisite Skills:
1. Fine and gross motor skills
2. Eye-hand coordination
3. Following directions
4. Attention to task

Materials/Resources:
1. Supply of price stickers
2. Price labeling gun
3. Box of newly acquired products
4. Two-shelved utility cart

TA 2D: Applying Price Stickers to New Goods

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, put on price stickers."

Component Steps:

1. Walk to storage area for empty two-shelved cart
2. Push cart to storage area for newly acquired goods
3. Release cart next to box of goods to obtain price stickers (i.e., canned beans)
4. Transfer box from storage place to upper shelf of cart
5. Push cart to store supervisor to obtain price gun
6. Place price gun onto top shelf of cart, next to box of newly acquired goods
7. Open box of newly acquired goods
8. Using both hands, push cart to aisle in which goods will be kept until purchased
9. One by one, remove all items from box an place on top shelf of cart

10. Transfer empty box from upper shelf of cart to lower shelf
11. With one hand, hold gun with narrow end pointed toward item to be labeled while holding item with other hand
12. Gently squeeze trigger
13. Carefully place sticker onto correct spot on top of item
14. One by one, place stickers onto each item to be labeled
15. Once all items have been labeled, place them, one by one, neatly onto shelf
16. After all items have been put away, push cart to storage area
17. Discard empty box
18. Return price gun to store supervisor.

JOB ANALYSIS: 3: Maintenance of Cash Register Area

Training Goal: Student will stock cash register area with a sufficient supply of paper bags, and will return unpurchased items at registers to the appropriate shelves.

Required Tasks for Job Completion:

A. Stocking cash register area with paper bags

B. Replacing unpurchased items on shelves

JOB ANALYSIS 3: Maintenance of Cash Register Area

TASK ANALYSIS A: Stocking Cash Register Area with Bags

Environment: Supermarket

Sub-Environment: Cash Register Area

Performance Objective: The student will place paper bags of two sizes in their proper places at cash register.

Requisite Skills:
1. Fine and gross motor skills
2. Sorting two sizes
3. Following directions
4. Attention to task

Materials/Resources:
1. Shelves at cash registers
2. Large paper bags
3. Small paper bags
4. Cart
5. Stock room

TA 3: Stocking Cash Register with Bags

Student:____________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, fill area with bags."

Component Steps:

1. Walk to empty shopping cart
2. Push cart to storage area at rear of store
3. Release cart near storage area for paper bags used at cash registers
4. Using both hands, place several packages of small paper bags into cart
5. Using both hands, place several packages of large paper bags into cart
6. Push cart to bag storage area behind cash register
7. Using both hands, pick up one package of large paper bags and place on counter
8. Holding package firmly in place with one hand, use other hand to carefully remove seal and open package

9. Transfer a few bags at a time from package to shelf under counter
10. Continue stocking shelves with paper bags until shelves are nearly full
11. Discard paper wrappings
12. Return cart to front of store for customer use.

JOB ANALYSIS 3: Maintenance of Cash Register Area

TASK ANALYSIS B: Reshelving Unpurchased Goods Left at Cash Registers

Environment: Supermarket

Sub-Environment: Cash Register and Grocery Aisles

Performance Objective: Student will replace unpurchased items left at cash register in their correct location.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to given task
4. Identifying common grocery items

Materials/Resources:
1. Unpurchased items
2. Racks and shelves in various sections of supermarket
3. Utility cart

TA 3B: Replacing Unpurchased Items on Shelves

Student:______________________ Date:__________

Trainer:____________________________________

Antecedent Cue: "Name, put items where they belong."

Component Steps:

1. Locate cart
2. Grasp cart with both hands
3. Push cart to cash register area
4. Walking from one register to another, identify and pick up unpurchased items
5. Place unpurchased items into cart
6. Push cart to aisle one
7. Walk up and down aisles to find appropriate shelves where objects in cart belong
8. When appropriate shelf is found, grasp item and place neatly onto shelf.

JOB ANALYSIS 4: Baker's Assistant

Training Goal: Student will assist the head baker in bakery department.

Required Tasks for Job Completion:

A. Panning dough on to baking trays

B. Bagging/wrapping baked goods

C. Shelving baked goods

JOB ANALYSIS 4: Baker's Assistant

TASK ANALYSIS A: Panning Dough onto Baking Trays

Environment: Supermarket

Sub-Environment: Bakery Department

Performance Objective: Student will remove boxes of dough from refrigerator and place onto baking trays.

Requisite Skills:
1. Gross motor skills
2. Following directions
3. Counting or one-to-one matching skills

Materials/Resources:
1. Boxes of pre-shaped dough
2. Paper underliner
3. Baking trays
4. Plastic gloves

TA 4A: Panning Dough onto Baking Trays

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, get dough and place on tray."

Component Steps:

1. Walk to refrigerator in bakery department
2. Walk into refrigerator
3. Locate box of pre-shaped dough
4. Carry box out of refrigerator
5. Walk with box to bakery counter
6. Place box onto counter
7. Get baking tray and place on counter
8. Put on plastic gloves
9. Open box
10. Get paper baking sheet (underliner)
11. Place paper baking sheet on top of baking tray

12. Remove pre-shaped dough from box gently, one piece at a time
13. Place dough on top of baking sheet in tray
14. Continue panning dough until six pieces of pre-shaped dough are placed onto one baking tray
15. Place full baking tray onto cart.

JOB ANALYSIS 4: Baker's Assistant

TASK ANALYSIS B: Placing Cooled Baked Goods into Bags

Environment: Supermarket

Sub-Environment: Bakery department

Performance Objective: Student will place baked goods into bags of six.

Requisite Skills:
1. Fine motor skills
2. Following directions
3. Counting skills

Materials/Resources:
1. Baked goods
2. Bags
3. Plastic gloves

TA 4B: Placing Cooled Baked Goods into Bags

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, bag goods."

Component Steps:

1. Pick up one tray from cart with cooled baked goods
2. Place tray of cooled baked goods onto counter
3. Grasp plastic gloves
4. Put on plastic gloves
5. Once on, open empty plastic bag
6. Grasp one open side of bag in one hand
7. With other hand, grasp one baked good
8. Pick up baked good
9. Place baked good into bag, counting each item as it is placed in bag
10. Place six items in bag, one at a time

11. Grasp the end of the bag with one hand
12. With other hand move the bag around in a circle closing the opening
13. Grasp tie (twister)
14. Place tie around end of bag
15. Twist the tie around the bag, closing bag
16. Place bagged goods into bin
17. Continue bagging baked goods and placing them into bin until all goods are in bags.

JOB ANALYSIS 4: Baker's Assistant

TASK ANALYSIS C: Shelving Bagged Baked Goods

Environment: Supermarket

Sub-Environment: Bakery Department

Performance Objective: Student will neatly place bagged goods on to shelves in bakery area.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions

Materials/Resources:
1. Bin
2. Bagged baked goods

TA 4C: Shelving Bagged Goods

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, shelve baked goods."

Component Steps:

1. Walk with full bin (of goods to be shelved) to bakery department shelving area
2. Place bin onto floor in front of shelf
3. Grasp one bag neatly onto shelf
4. Place each bag neatly onto shelf
5. Continue shelving baked goods until bin is empty
6. Once empty, grasp bin with both hands and carry back to bakery department preparation room
7. Deposit bin in proper place.

JOB ANALYSIS 5: General Store Maintenance

Training Goal: Student will straighten and clean various store areas, both inside and outside of building.

Required Tasks for Job Completion:

A. Sweep floor*

B. Mop floor*

C. Clean counters*

D. Water plants*

E. Clean employee rest area*

F. Gather unused shopping carts

*Refer to Generic Skill Section for task analyses of jobs which are followed by an asterisk.

JOB ANALYSIS 5: General Store Maintenance

TASK ANALYSIS F: Gathering Unused Shopping Carts

Environment: Supermarket

Sub-Environment: Parking lot
Cash Registers
Aisles

Performance Objective: Student will gather unused shopping carts, placing them near entrance for customer use.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources: Unused shopping carts

TA 5F: Gathering Unused Shopping Carts

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, collect empty carts."

Component Steps:

1. Walk to unused/unattended cart
2. Grasp cart with both hands
3. Push cart to next unused/unattended cart
4. Push first into other cart
5. Push both carts into third cart
7. Pushing all three carts, walk towards entrance of store (or appropriate place for cart storage)
8. Place carts in a row in front of entrance for customer use
9. Repeat until all unattended/unused carts have been collected and returned to entrance of store.

JOB ANALYSIS 6: Bathroom Maintenance

Training Goal: Student will perform all tasks needed to entirely clean bathroom for employee and customer use

Required Tasks for Job Completion:*

A. Cleaning sink

B. Cleaning toilet bowl

C. Cleaning mirror

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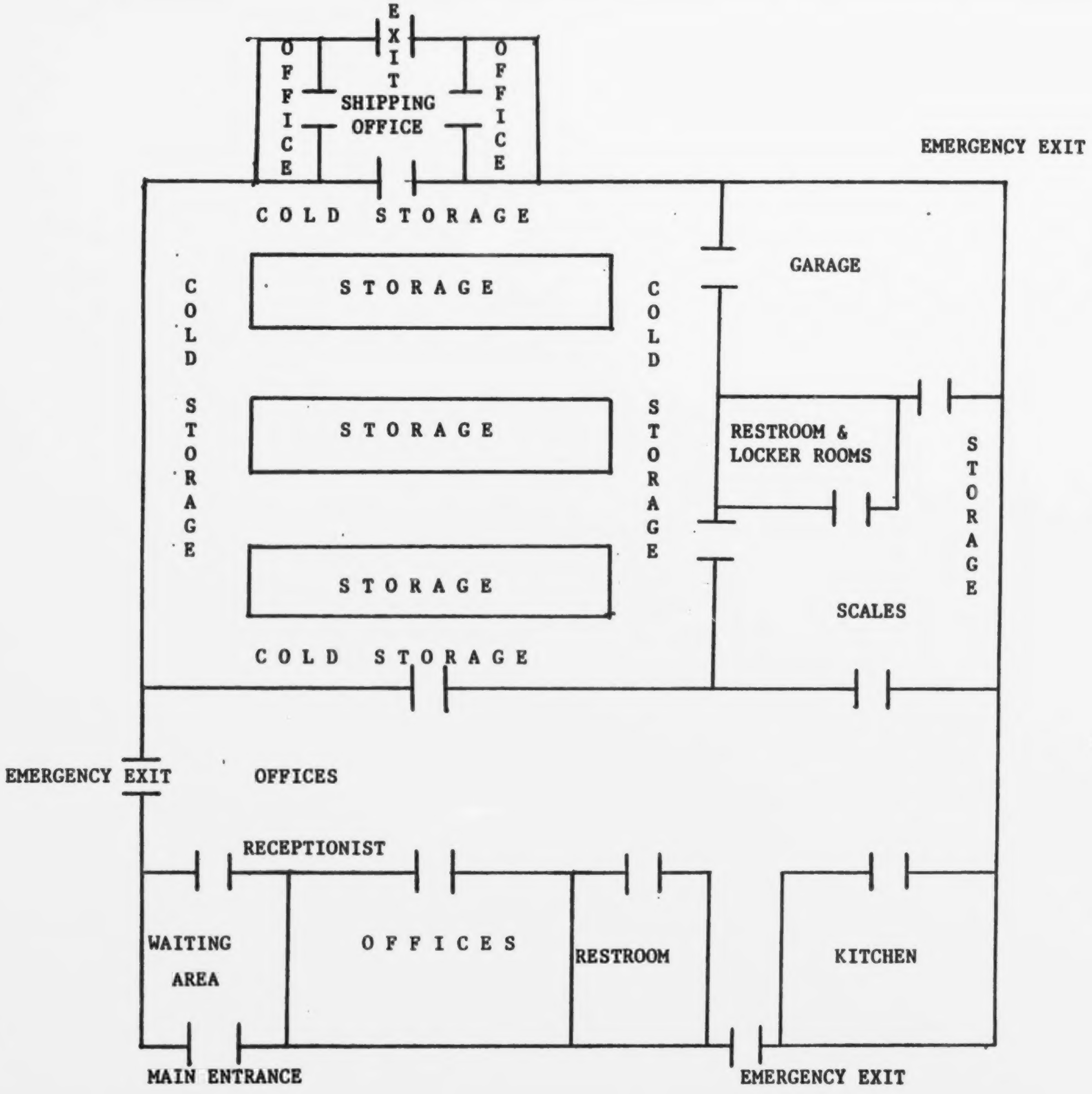
*Refer to Generic Skills Section for task analyses of the above listed jobs.

WAREHOUSE
(CHEESE DISTRIBUTER)

CHEESE WAREHOUSE

DORMAN'S CHEESE FACTORY


EXIT
OFFICE
SHIPPING OFFICE
OFFICE
EMERGENCY EXIT
COLD STORAGE
STORAGE
COLD STORAGE
COLD STORAGE
GARAGE
STORAGE
RESTROOM & LOCKER ROOMS
STORAGE
STORAGE
SCALES
COLD STORAGE
EMERGENCY EXIT
OFFICES
RECEPTIONIST
WAITING AREA
OFFICES
RESTROOM
KITCHEN
MAIN ENTRANCE
EMERGENCY EXIT

DORMANS ENDECO CHEESE COMPANY

Important Physical Characteristics and Suggested Adaptations

1. Lavatories are conveniently located near work areas.

2. Entire facility is on one floor.

3. Entire warehouse is refrigerated and very cold.

4. Cold and regular storage rooms are very quiet and spacious.

5. Because minimum orders weigh 1,000 lbs, orders are carried around on riding floor jacks.

6. Exits are clearly visible from all areas in cold storage room. No alarm system is in operation during working hours.

7. Exits lead to quiet parking lot, but caution is needed due to loading and unloading and waiting trucks.

JOB LIST

1. Warehouse Clerk
    A. Sort Spoiled Cheeses
    B. Weigh Imported Cheeses

2. Maintenance
    A. Bathroom Maintenance
    B. Sweep Floor

JOB ANALYSIS 1: Warehouse Clerk

Training Goal: Student will assist warehouse manager with quality control tasks.

Required Tasks for Job Completion:

A. Sort returned cheeses

B. Weigh imported cheeses

JOB ANALYSIS 1: Warehouse Clerk

TASK ANALYSIS A: Sorting Cheese

Environment: Cheese Warehouse

Sub-Environment: Storage Room

Performance Objective: Student will sort and box cheese which have been returned, to send back to factory.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Reading skill
5. Matching skill

Materials/Resources:
1. Spoiled cheese
2. Boxes
3. Shipping tape

TA 1A: Sorting Spoiled Cheeses to Send Back to Factory

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, sort returned cheese."

Component Steps:

1. Walk to storage room
2. Walk over to box of mixed returned spoiled cheeses
3. Begin sorting cheeses into boxes by type of cheese
4. To sort, pick up one package of cheese
5. Read label to determine type of cheese
6. Once type is determined place cheese into empty box
7. Continue sorting cheeses into boxes by type of cheese until all cheeses have been sorted
8. Once sorted, close boxes of cheese
9. Place shipping tape over boxes to secure for shipping
10. Once taped, pick up box
11. Carry box to out-going section for Wisconsin Plant.

JOB ANALYSIS 1: Warehouse Clerk

TASK ANALYSIS B: Weighing Imported Cheeses

Environment: Cheese Warehouse

Sub-Environment: Storage Room (scale)

Performance Objective: Student will place box of imported cheese onto scale to determine if weight equals amount written on box.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Number skills
4. Reading skills
5. Writing skills
6. Concepts of same, different
7. Use of scale

Materials Resources:
1. Scale
2. Boxes of imported cheese
3. Paper
4. Pencil
5. Marker

TA 1B: Weighing Imported Cheese

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, weigh cheese."

Component Steps:

1. Walk to storage room
2. Walk to box of imported cheese
3. Lift box
4. Carry box of cheese onto scale
5. Place box of cheese onto scale
6. Grasp paper and pencil
7. Look at box, read weight of cheese
8. Once found, write weight of cheese from box onto paper
9. Put pencil down onto work table
10. With one hand press automatic starter button of scales
11. Look at scale, waitng for weight of cheese to appear
12. Pick up pencil
13. Write weight of cheese shown on scale next to amount on paper previously taken from box

14. Put pencil down onto work table
15. Pick up marker
16. Mark a "check" on box if weight on box equals or is the same as scale has shown
17. If weight is same, carry box of cheese to refrigerated section in warehouse
18. If weight of cheese on box is different than scaled weight, get supervisor.

JOB ANALYSIS 2: Maintenance

Training Goal: Student will perform simple janitorial tasks.

Tasks Required for Job Completion:*

A. Clean Bathroom

B. Sweep floor

*Refer to Generic Skills Section for task analyses of the above listed jobs.

SECTION II:
GENERIC SKILLS

SECTION II: GENERIC JOB SKILLS

1. Bathroom Maintenance
    - A. Cleaning mirror
    - B. Cleaning sink
    - C. Cleaning toilet bowl

2. General Maintenance
    - A. Cleaning counter
    - B. Cleaning employee rest area
    - C. Cleaning glass windows and doors
    - D. Collecting and depositing garbage
    - E. Dusting shelves
    - F. Mopping floors
    - G. Stocking shelves
    - H. Stocking shelves in cold storage room
    - I. Stocking dry storage shelves
    - J. Stocking take-out counter
    - K. Straightening shelves
    - L. Sweeping and using dust pan
    - M. Vacuuming carpeted floors
    - N. Washing walls
    - O. Watering plants
    - P. Wiping storage shelves

BATHROOM MAINTENANCE

JOB ANALYSIS 1: Bathroom Maintenance

TASK ANALYSIS A: Cleaning Mirror

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Bathroom

Performance Objective: Student will use cleanser and paper towels to clean mirror.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Cleanser
2. Paper towels
3. Mirror
4. Trash can

TA 1A: Cleaning Mirror

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean mirror."

Component Steps:

1. Walk to storage place for cleanser (i.e., windex) and paper towels
2. Open cabinet
3. Grasp cleanser and a few paper towels
4. Remove cleanser and paper towels
5. Walk to mirror to be cleaned with cleanser and paper towels
6. Stop in front of mirror
7. Raise arm and hand with cleanser
8. Holding cleanser in right direction squeeze handle, spraying mirror
9. Spray mirror
10. Stop spraying
11. Move arm to side
12. Raise hand and arm with paper towels

13. Place paper towels onto mirror
14. Move paper towels around mirror wiping mirror
15. Remove paper towels once mirror is wiped and dry
16. Walk to garbage pail
17. Place/drop paper towels into garbage pail
18. Walk to storage area (to put cleanser away)
19. Place cleanser in its proper place in storage area
20. Close cabinet/closet.

JOB ANALYSIS 1: Bathroom Maintenance

TASK ANALYSIS B: Cleaning Sink

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Bathroom

Performance Objective: Student will clean sink, using cleanser and sponge, until sink looks clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Disinfectant cleanser (e.g. Comet, Ajax)
2. Sponge
3. Paper towels
4. Trash can

TA 1B: Cleaning Sink

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean sink."

Component Steps:

1. Walk to storage place for cleanser
2. Locate and grasp cleanser container
3. Remove cleanser and paper towels and one sponge from storage place
4. Carry sponge and cleanser over to sink
5. Sprinkle cleanser over entire sink surface area, totally covering it
6. Place cleanser onto counter
7. Turn on hot and cold water
8. Place cleanser onto counter
9. Remove sponge from under running water
10. Squeeze sponge over sink, removing excess water
11. Wipe sink area with sponge, cleaning sink

12. Once sink has been cleaned, rinse sponge under running water
13. Remove sponge from running water
14. Squeeze out excess soap/water from sponge
15. Place sponge onto counter
16. Turn off water
17. Grasp paper towels
18. Dry sink with paper towels
19. Once sink is dried, discard paper towels in garbage pail.

JOB ANALYSIS 1: Bathroom Maintenance

TASK ANALYSIS C: Cleaning Toilet Bowl

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Bathroom

Performance Objective: Student will clean bowl, using cleaner and brush, making certain toilet locks clean.

Requisite Skills: 1. Fine and gross motor skills
2. Following directions
3 Attention to task

Materials/Resources: 1. Toilet bowl
2. Toilet brush
3. Toilet cleaner

TA 1C: Cleaning Toilet Bowl

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean toilet bowl."

Component Steps:

1. Walk to storage place for toilet cleaner
2. Remove toilet cleaner from cabinet
3. Walk to storage place for toilet brush
4. Remove toilet brush from cabinet
5. With toilet cleaner and toilet brush, walk to bathroom
6. Go into bathroom
7. Walk over toward toilet
8. Put brush down onto floor
9. With one hand raise lid of toilet bowl
10. Deposit toilet cleaner into bowl, by flipping hand over allowing cleaner to pour appropriate amount into bowl
11. Flip cleaner back to its proper position
12. Place cleaner onto floor
13. Grasp toilet brush
14. Pick up toilet brush by handle

15. Place brush into bowl
16. Move brush up and down and side to side, scrubbing bowl
17. Remove brush from bowl
18. Place brush onto floor
19. Extend hand towards handle to flush toilet
20. Press down handle, flushing toilet
21. Grasp cleaner
22. Pick up cleaner
23. Walk to paper towel dispenser
24. Remove a few paper towels from dispenser
25. Walk back to toilet
26. Sprinkle or spray some cleaner onto paper towel
27. Place cleaner onto floor
28. With paper towel wipe lid and outside of toilet, cleaning entire toilet bowl
29. Once finished cleaning, pick up cleaner and brush
30. Walk to garbage to deposit used paper towel
31. Throw paper towel into garbage
32. Walk to storage area for cleaner
33. Place cleaner away in proper place.

GENERAL MAINTENANCE

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS A: Cleaning Counters

Environments: Store, Restaurant

Sub-Environment: Entire Store

Performance Objective: Student willl spray, wipe clean, and dry the surfaces of counters.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. All purpose cleanser
2. Sponge
3. Rubber gloves

TA 2A: Cleaning Counters

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wipe counter."

Component Steps:

1. Walk to storage area for materials (rubber gloves, sponge, all-purpose cleanser)
2. Put on rubber gloves (if needed)
3. Walk to counter to be cleaned with all-purpose cleanser and sponge
4. Spray entire counter with all-purpose cleanser
5. Clean counter by moving sponge with all-purpose cleanser
6. Continue wiping until counter appears clean
7. Dry counter with paper towel
8. Walk to sink area with all-purpose cleanser and sponge
9. Place cleanser onto counter
10. Turn on water

11. Rinse sponge under running water
12. Turn off water
13. Squeeze sponge removing excess water
14. Pick up cleanser
15. Carry all-purpose cleanser and sponge and walk to storage area
16. Place all-purpose cleanser and sponge in their proper storage area
17. Remove rubber gloves
18. Place rubber gloves into their storage place.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS B: Cleaning Employee Rest Area

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Employee Rest Area

Performance Objective: Student will clean floor and furniture in employee rest area until room appears clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Rubber gloves
2. Garbage pail
3. Garbage
4. All purpose cleanser
5. Sponge
6. Paper towel

TA 2B: Cleaning Employee Rest Area

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean room."

Component Steps:

1. Walk to storage area for rubber gloves
2. Put on rubber gloves
3. Walk to table area
4. Pick up all garbage from table
5. Carry garbage from table to garbage pail
6. Drop garbage into garbage pail
7. Walk back to table area
8. Walk around table picking up any garbage from chairs, benches or floor
9. Carry garbage from bench and floor to garbage pail
10. Drop garbage into garbage pail
11. Walk to table area
12. Look under table, if garbage is there pick it up
13. Carry garbage to garbage pail
14. Drop garbage into pail

15. Walk to storage area for sponge, all-purpose cleanser and paper towel
16. Remove materials from storage area
17. Carrying materials, walk to furniture to be cleaned (table, benches, chairs)
18. Spray dirty surfaces with all-purpose cleanser
19. Place sponge onto wet surface
20. Clean surface by moving sponge from side to side until entire surface has been cleaned
21. Continue to spray and wipe furniture until table, chairs and benches have been cleaned
22. Carrying sponge and all-purpose cleanser, walk to sink
23. Place all-purpose cleanser onto counter
24. Turn on water
25. Place sponge under running water
26. Squeeze sponge, removing cleanser from sponge
27. Turn off water
28. Squeeze sponge, removing cleanser from sponge
29. Pick up all-purpose cleanser
30. Carry sponge and all-purpose cleanser to storage area
31. Place materials into their storage places.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS C: Cleaning Glass Windows and Doors

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Various Areas of Building

Performance Objective: Student will clean all windows and doors, using spray-type glass cleanser and paper towels.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Spray-type glass cleanser
2. Paper towels
3. Garbage bag

TA 2C: Cleaning Glass Windows and Doors

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, clean glass windows."

Component Steps:

1. Walk to storage place for all-purpose glass cleanser, paper towels and garbage bag
2. Remove all-purpose glass cleanser, roll of paper towels and garbage bag
3. Carry materials to windows
4. Place paper towels and cleanser onto floor
5. Open garbage bag
6. Place opened garbage bag onto floor
7. Lift all-purpose cleanser
8. Point sprayer at window
9. Spray entire window with cleanser
10. With other hand pick up some paper towels
11. Dry window until all cleanser is removed
12. Once dried, deposit used paper towels into garbage bag
13. Move to next window
14. Spray and wipe each window until all glass windows and doors have been cleaned.

15. Once all doors and windows are cleaned, walk to storage place to deposit cleanser and paper towels
16. Put cleanser and paper towels away
17. Pick up used garbage bag
18. Carry garbage bag to dumpster
19. Place garbage bag into dumpster.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS D: Collecting and Depositing Garbage

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: All Rooms

Performance Objective: Student will collect all trash into garbage bag and deposit it into the dumpster.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources :
1. Large garbage bag
2. Dumpster
3. Garbage

TA 2D: Garbage Collection and Disposal

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, empty garbage."

Component Steps:

1. Walk to storage place for large garbage bag
2. Grasp one large bag
3. Remove bag from storage place
4. With both hands open garbage bag
5. With garbage bag walk to each room
6. Hold garbage bag in one hand while picking up garbage pail
7. Deposit all garbage from garbage pail to large garbage bag
8. Walk from room to room collecting garbage
9. Once all garbage has been collected, with both hands carry large garbage bag to dumpster
10. Once at dumpster, tie garbage bag mouth together with tie-twist
11. Place garbage bag into dumpster.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS E: Dusting Shelves

Environment: Store

Sub-Environment: Entire Shop

Performance Objective: Student will wipe shelves, using dry rag, making certain shelf looks clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Shelves
2. Clean rag
3. Dirty linen basket

TA 2E: Dusting Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, dust shelves."

Component Steps:

1. Walk to storage area and remove a clean rag
2. Carry rag to shelf to be dusted
3. Stand and face shelf to be dusted
4. Grasp an item on the shelf and lift it up with one hand
5. With other hand, dust shelf with the clean rag
6. After shelf has been wiped, place item onto usual place on shelf
7. Continue lifting all items on shelf, one at a time, until entire shelf under items has been dusted
8. Continue to dust shelves until all shelves in shop look clean
9. When all shelves in shop have been dusted, carry rag and deposit into dirty linen basket.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS F: Mopping Floor

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Various Areas of Building

Performance Objective: Student will prepare materials needed to mop floor, and will use all materials correctly, mopping floor until it is completely clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Sink with spray hose
2. Mop
3. Bucket equipped with roller for squeezing mop
4. Cleaning solution

TA 2F: Mopping Floor

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, mop floor."

Component Steps:

1. Walk to storage area for mop, bucket and cleaning solution
2. Using both hands, remove mop and cleaning solution from storage area
3. Carry mop and cleaning solution to sink
4. Place cleaning solution onto counter
5. Walk to storage area for bucket
6. Remove bucket from storage area
7. Roll bucket to sink
8. Grasp spray hose from sink
9. Place spray over bucket
10. Turn on water, holding spray over bucket
11. Once filled, turn off water
12. Place spray hose into sink
13. Pick up cleaning solution from counter
14. Open bottle of cleaning solution

15. Pour small amount of cleaning solution into bucket of water
16. Once cleaning solution is in bucket, place bottle of cleaning solution back onto counter
17. Close bottle of cleaning solution
18. Pick up spray hose
19. Spray mop, to clean and rinse mop
20. Once mop is cleaned, let go of spray hose
21. Turn off water
22. Pick up mop and place mop into bucket of water
23. Roll bucket and mop to area where floor is to be cleaned
24. If there is a mat on floor, lift mat with both hands and transfer it to another part of floor
25. Lift mop upward, using both hands
26. Place mop into roller on bucket
27. Holding mop with one hand, use other hand to squeeze roller by pressing handle forward
28. Once squeezed, remove mop, with both hands, from roller
29. Holding handle of mop, place cloth part of mop onto floor
30. Mop floor by moving mop back and forth over floor
31. Continue moving mop back and forth until floor is cleaned
32. Once floor is cleaned, place mop into bucket of water and cleaning solution

33. Roll bucket back to sink area
34. If there was a mat on floor, using both hands, transfer mat from temporary place to correct place on floor
35. Carry mop to sink
36. Remove roller into sink
37. Place roller into sink
38. Lift bucket from floor into sink
39. Turn over bucket, emptying out water into sink
40. Once emptied, turn on water
41. Grasp spray hose
42. Using spray hose, clean bucket by spraying inside with water
43. Turn over bucket, emptying out water into sink
44. Using both hands, transfer bucket from sink onto floor
45. Using spray hose, clean roller by spraying entire surface with water
46. Transfer roller from sink into bucket
47. Using spray hose, clean mop by spraying entire cloth part with water
48. Place spray hose into sink
49. Turn off water
50. Using both hands, squeeze excess water out of mop
51. Leaving mop in sink, roll bucket to storage area

52. Place bucket into storage area

53. Walk to sink

54. Pick up mop and cleaning solution

55. Carrying mop and cleaning solution, walk to storage area

56. Place mop and cleaning solution in their proper place.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS G: Stocking Shelves

Environment: Store

Sub-Environment: Storage Area

Performance Objective: Student will place newly acquired goods in the correct places on shelves in the storage area.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Boxes of newly acquired supplies

TA 2G: Stocking Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock shelves."

Component Steps:

1. Walk to loading zone for box of newly acquired goods
2. Using both hands, carry box to workroom
3. Near correct storage place for item in box, place box on work table
4. Open box
5. One at a time, transfer items from box to correct shelf
6. Push item to back part of shelf
7. Once all items have been placed neatly on shelf or shelves, carry box to dumpster and discard
8. Walk to loading zone for next box of newly acquired goods.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS H: Stocking Shelves in Cold Storage Room

Environment: Restaurant (Fast Food or Casual)

Sub-Environment: Loading zone in back of restaurant and cold storage room

Performance Objective: Student will neatly place newly acquired cans and jars of restaurant supplies requiring cold storage on correct shelf in storage room.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Opened boxes of newly acquired restaurant supplies which require cold storage
2. Utility cart

TA 2H: Stocking Cold Storage Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock shelves."

Component Steps:

1. Push cart to loading zone for boxes of newly acquired goods which require cold storage (e.g., mayonnaise)
2. Using both hands, transfer boxes, one at a time, from loading zone floor to two-shelved utility cart
3. Once cart is full, push cart to cold storage room
4. Transfer boxes, one a time, from cart to floor of storage room, until all boxes are on floor
5. Return cart to its usual storage place
6. Walk to cold storage room
7. Before stocking shelves, transfer any opened cans or jars from shelf to a convenient resting place to make room for unopened items
8. One at a time, transfer cans or jars of newly acquired items from box to correct shelf in storage room
9. Push can/jar to back part of shelf

10. After all new cans/jars of one kind of merchandise (e.g., mayonnaise) have been placed on shelf, transfer opened cans/jars to front of shelf from resting place
11. Continue to transfer cans/jars of other newly acquired items from boxes to shelves
12. Once all items have been placed neatly on shelves, stack empty boxes
13. A few at a time, carry empty boxes to dumpster
14. Put empty boxes in dumpster.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS I: Stocking Dry Storage Shelves

Environment: Restaurant (Fast Food or Casual)

Sub-Environment: Loading zone at the back of restaurant and dry storage room

Performance Objective: Student will unload and place newly acquired boxes of restaurant supplies on correct shelves in storage room.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Supplies:
1. Opened boxes of newly acquired restaurant supplies
2. Two-shelved utility cart

TA 2I: Stocking Storage Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock shelves."

Component Steps:

1. Walk to storage area for two-shelved utility cart
2. Push cart to loading zone for boxes of newly acquired goods (e.g., sugar, paper cups)
3. Transfer boxes, one at a time, from loading zone floor to two-shelved utility cart
4. Once cart is full, push cart to dry storage room
5. Transfer boxes, one at a time, from cart to floor of storage room until all boxes have been placed on floor
6. Return cart to its usual storage place
7. Walk back to dry storage room
8. Before stocking shelves, transfer any opened boxes from shelf to floor
9. One at a time, lift boxes of new items from floor, placing on correct shelf
10. Push box to back part of shelf
11. Once all unopened boxes of one kind of merchandise have been placed on shelves, transfer opened box to front of shelf from floor.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS J: Stocking Take-out Counter

Environments: Restaurant, Store

Sub-Environment: Take-out Counter

Performance Objective: Student will maintain supplies of dispensable goods on shelves of take-out counter.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skills

Materials/Resources:
1. Boxes of needed items
2. Clearly designated storage areas for cups, lids and bags in take-out area

TA 2J: Stocking Take-Out Counter

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, stock take-out counter."

Component Steps:

1. Walk to storage area for cups, lids, and paper bags
2. Remove one box of each item from box
3. Carrying boxes, walk to take-out counter
4. Place boxes on floor
5. Remove several cups from box
6. Place stack of cups into correct place on storage shelf
7. Continue to stack cups, filling shelf area with cups until area is full
8. Remove several lids from box
9. Place lids in piles on shelf until lid area is full
10. Remove several paper bags from box
11. Place paper bags on shelf in neat piles
12. Continue to fill area with paper bags until bag area is full
13. Pick up empty boxes and discard in trash can
14. Return other boxes to storage area.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS K: Straightening Shelves

Environment: Store

Sub-Environment: Storage Area

Performance Objective: Student will remove misplaced items and place them on correct shelf in storage area.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Matching skill

Materials/Resources:
1. Supplies (i.e., flower pots, vases, dry goods)

TA 2K: Straightening Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, straighten shelves."

Component Steps:

1. Walk to storage room
2. Look at shelves for misplaced items
3. Once found, stand and face shelf
4. Pick up misplaced item
5. Transfer misplaced item from wrong shelf to correct shelf in a neat and orderly fashion
6. Continue to reshelve misplaced items in storage area, until all shelves are stocked neatly.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS L: Sweeping and Using Dust Pan

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Various Areas of Building

Performance Objective: Student will sweep the floor, making certain that floor looks clean, and collect dirt into dust pan.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Broom
2. Dust Pan
3. Garbage pail
4. Dirty floor

TA 2L: Sweeping Floor and Using Dust Pan

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, sweep floor."

Component Steps:

1. Walk to storage place for broom and dust pan
2. Grasp broom with one hand
3. Grasp dust pan with one hand
4. Remove broom and dust pan from storage area
5. Walk to area to be swept
6. Place dust pan on floor
7. Place dominant hand on top of brooms handle
8. Place other hand on broom under dominant hand
9. Place broom brush on floor
10. Begin to move broom back and forth gathering dirt
11. Gather dirt with broom to one area of floor
12. Stop sweeping once all dirt is gathered to one area of floor near dust pan
13. Place broom handle into one hand
14. With other hand pick up dust pan
15. Place dust pan on floor, keeping broom in one hand

16. Sweep dirt onto dust pan
17. Pick up dust pan, without spilling dirt
18. Carry dust pan to garbage pail
19. Hold dust pan over opened garbage pail
20. Turn dust pan over garbage pail allowing dirt to drop into garbage pail
21. Walk to storage area for broom and dust pan
22. Put broom and dust pan into proper storage pan.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS M: Vacuuming Carpeted Floors

Environments: Restaurant, Hotel, Office, Etc.

Sub-Environment: All Carpeted Areas in Building

Performance Objective: Student will vacuum until carpet appears clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Safety skills (electricity)

Materials/Resources:
1. Vacuum cleaner
2. Dirty carpet

TA 2M: Vacuuming Carpeted Floors

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, vacuum."

Component Steps:

1. Walk to storage area for vacuum cleaner
2. Remove vacuum and any needed attachments
3. Place needed attachments to carpet attachment hose
4. Push vacuum into room to be vacuumed
5. With one hand, grasp plug
6. Without touching prongs of plug, insert plug into wall socket
7. Once plug has been inserted, remove hand from plug
8. With forefinger and thumb, push, pull or turn vacuum to "on" position
9. Using both hands, hold vacuum so carpet attachment touches floor
10. Begin to vacuum by pushing vacuum back and forth over carpet
11. When in contact with furniture, move vacuum slowly avoiding furniture and cleaning area near furniture
12. Continue vacuuming process until carpet is clean

GENERIC

13. When carpet is clean, press "off" button
14. Walk to wall socket
15. Carefully remove plug from wall socket, without touching metal prongs
16. With plug in hand, walk to vacuum
17. Place plug in appropriate place on vacuum
18. Push vacuum to storage area
19. Place vacuum in its storage area.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS N: Washing Walls

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Various Areas of Building

Performance Objectives: Student will wash wall, until clean, with rag and liquid cleaning solution.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Rag
2. Liquid cleaner
3. Bucket
4. Sink

TA 2N: Washing Walls

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wash walls."

Component Steps:

1. Walk to storage area for rag, bucket, and cleaning solution
2. Using both hands, remove rag, bucket and cleaning solution from storage area
3. Carrying rag, bucket and cleaning solution, walk to sink
4. Place bucket into sink
5. Place rag and cleaning solution onto counter
6. Turn on water, holding bucket under faucet
7. Once bucket is half-filled, turn off water, leaving bucket in sink
8. Pick up cleaning solution from counter
9. Open bottle of cleaning solution
10. Pour small amount of cleaning solution into bucket of water
11. Once cleaning solution is in bucket, place bottle of cleaning solution onto counter
12. Close bottle of cleaning solution
13. Pick up rag and drop into bucket
14. Carry bucket to first wall to be cleaned
15. Place bucket on floor near wall

16. Pick up rag from bucket
17. Squeeze rag over bucket, removing excess water
18. Place rag onto wall and move rag in back and forth motion across wall until area is clean
19. Rinse out rag in dirty bucket
20. Squeeze rag over bucket, removing excess water
21. Continue to clean walls, one at a time, rinsing rag when needed, until all have been cleaned
22. Once walls have been cleaned, drop rag into bucket
23. Carry bucket to sink
24. Place bucket into sink
25. Turn bucket upside-down, emptying dirty water into sink
26. Holding bucket under faucet, turn on water
27. When approximately one quarter filled, turn off water, leaving bucket in sink
28. Wipe around inside of bucket with rag
29. Place bucket in sink in upside-down position
30. Wipe bottom and sides of bucket with rag
31. Squeeze rag over sink, removing excess water
32. Pick up rag, bucket, and cleaning solution
33. Carry materials to storage area
34. Place all materials in their designated storage area.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS O: Watering Plants

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environments: Plant Department, Various Areas in Building

Performance Objective: Student will supply each plant in the building with an appropriate amount of water .

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Watering can
2. Sink
3. Plants - hanging and floor

TA 2 O: Watering Plants

Student:______________________ Date:__________

Trainer:______________________________________

Antecedent Cue: "Name, water plants."

Component Steps:

1. Remove watering can from storage area
2. Carry watering can to sink
3. Turn on water, adjusting to room temperature
4. Place watering can under running water
5. Hold watering can under water until can is full
6. Turn off water
7. Carry filled watering can to plant area
8. Holding can by handle, place hose part of watering can into pot with plant to be watered
9. Tilt can so water pours into plant pot
10. Hold watering can in tilted position until all dirt in plant gets wet

11. Continue to water plants, one at a time, until watering can is empty
12. Continue to fill watering can and water plants until all plants have been watered
13. When all plants have been watered, walk to sink area with watering can
14. Empty any unused water into sink
15. Carrying empty watering can, walk to storage area for watering can
16. Place watering can into its storage area.

JOB ANALYSIS 2: General Maintenance

TASK ANALYSIS P: Wiping Storage Shelves

Environments: Restaurant (Fast Food or Casual)

Sub-Environment: Storage Rooms

Performance Objective: Student will wipe shelves, using rag and bucket of soapy water, making certain shelf looks clean.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task

Materials/Resources:
1. Rag
2. Liquid cleaner
3. Bucket
4. Sink

TA 2P: Wiping Storage Shelves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, wipe shelves."

Component Steps:

1. Walk to storage area for rag, bucket and liquid cleaner
2. Remove rag, bucket and liquid cleaner from storage area
3. Carry rag, bucket and liquid cleaner to sink
4. Place bucket into sink
5. Place rag and liquid cleaner onto counter
6. Turn on water
7. Fill bucket with water
8. Once filled, turn off water, leaving bucket in sink
9. Pick up liquid cleaner from counter
10. Open bottle of liquid cleaner
11. Pour small amount of liquid cleaner into bucket of water
12. Close bottle of liquid cleaner
13. Replace liquid cleaner onto counter
14. Pick up rag and drop into bucket
15. Lift bucket with both hands

16. Carry bucket to shelf to be cleaned
17. Place bucket on floor near shelf to be cleaned
18. Pick up rag
19. Squeeze rag over bucket, removing excess water
20. Stand and face shelf to be cleaned
21. Remove items from shelf, placing them on nearby shelf or floor
22. Wipe shelf completely
23. Replace items in their original positions on shelf
24. Continue to wipe shleves, rinsing rag frequently, until all shelves have been wiped
25. Once all shelves have been wiped, drop rag into bucket
26. Carry bucket to sink
27. Turn bucket upside-down, emptying water into sink
28. Return bucket to upright position in sink
29. Turn on water
30. Rinse remaining soap and dirt from bucket
31. Rinse rag under running water
32. Turn off water
33. Empty bucket
34. Squeeze out excess water from rag and place on counter
35. Carry bucket and liquid cleaner walk to storage area
36. Place all materials in their usual storage area.

GROUNDS MAINTENANCE

JOB ANALYSIS 3: Grounds Maintenance

TASK ANALYSIS A: Mowing Lawn

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Lawn Outside Building

Performance Objective: Student will mow lawn correctly, and dispose of grass clippings.

Requisite Skills:
1. Gross motor skills
2. Attention to task
3. Following directions
4. Safety skills (e.g., avoidance of blade)

Materials/Resources:
1. Lawn Mower
2. Grass
3. Large outdoor plastic bags
4. Bag ties

TA 3A: Mowing Lawn

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, mow lawn."

Component Steps:

1. Walk to appropriate storage place for lawn mower
2. Remove lawn mower from storage
3. Place both hands onto handle of lawn mower
4. Push lawn mower out onto grass
5. Bend down to start cord
6. Extend arm and hand toward start cord
7. Grasp cord
8. Pull cord towards self, turning machine to "on" position
9. Stand up
10. Place both hands onto handle
11. Push lawn mower over grass mowing lawn
12. Walk around entire lawn area row after row, mowing lawn
13. When finished, stop mowing

14. Bend down to reach "off" button
15. Push "off" button, turning machine off
16. Walk to storage area for large outdoor plastic bags
17. Remove a specified number of plastic bags and bag ties
18. Carry plastic bags to lawn mower
19. Bend down and remove bag on lawn mower containing grass clippings
20. Open plastic bag
21. Turn lawn mower bag, with grass clippings in, over open plastic bag, and fill with grass clippings
22. Place bag from lawn mower onto the ground
23. Securely fasten tie around plastic bag containing grass clippings
24. Carry bag filled with grass clippings to designated depository
25. Walk back to lawn mower
26. Replace lawn mower bag in correct position
27. Place both hands onto handle of lawn mower
28. Push lawn mower back to storage place.

JOB ANALYSIS 3: Grounds Maintenance

TASK ANALYSIS B: Raking Leaves

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Outside Garden Area

Performance Objective: Student will rake leaves into a neat pile, bag leaves, and securely close each bag of leaves.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention task

Materials/Resources:
1. Rake
2. Leaves
3. Large outdoor plastic bags
4. Bag ties

TA 3B: Raking Leaves

Student:______________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, rake leaves."

Component Steps:

1. Remove rake from storage place
2. Carry rake outside
3. Place hands onto wooden neck of rake with one hand underneath the other
4. Lift rake placing prongs onto ground
5. With both hands pull rake toward self, gathering leaves
6. Move around grass raking leaves into one pile
7. Once all leaves are raked into one pile put rake down on ground
8. Walk to storage area for large outdoor plastic bags
9. Remove a specified number of plastic bags and bag ties
10. Carry plastic bags to pile of leaves
11. While holding one bag open, fill bag with leaves
12. Securely fasten tie around bag
13. Carry filled bags to designated depository
14. Return rake to storage place
15. Return unused bags (if any) to storage place.

JOB ANALYSIS 3: Grounds Maintenance

TASK ANALYSIS C: Weeding

Environments: Restaurant, Hotel, Office, Store, Etc.

Sub-Environment: Outside Garden Area

Performance Objective: Student will weed garden area, placing pulled weeds into garbage.

Requisite Skills:
1. Fine and gross motor skills
2. Following directions
3. Attention to task
4. Concepts of weed and weeding process

Materials/Resources:
1. Weeds
2. Garbage bag

TA 3C: Weeding

Student:________________________________ Date:__________

Trainer:____

Antecedent Cue: "Name, weed garden and place weeds into garbage bag.

Component Steps:

1. Walk to cabinet containing garbage bags
2. Remove one garbage bag, and walk to area to weeded
3. Open garbage bag and put on the ground near weeds
4. Bend down towards weeds, extending arms and hands
5. With both hands grasp weeds, and pull them out towards
6. Deposit weeds into the garbage bag
7. Continue pulling out all the weeds and depositing them into the garbage bag until the area is clear
8. Pick up garbage bag with both hands and carry it to designated depository.

PROJECT READDY FORMS

JOB SKILLS RECORDING SHEET

Project READDY
LIU/ Nassau Center

Trainer: ______________________

Student: ______________________

Job Site: ______________________

Antecedent Cue: ______________________

DATE

Component Steps:

Total correct steps

percent correct steps

Code: + = independent/correct
V= verbal prompt
- = incorrect
M= model/ visual prompt
P= physical prompt

Project READDY
LIU/ Nassau Center
PROGRAM STATUS

STUDENT: TRAINER:

DATE	JOB SITE	STEPS MASTERED	INSTRUCTION ON STEPS	COMMENTS

Project READDY
Long Island University/Nassau Center

Employer Contact Sheet

Date of Initial Contact: ________________________________

Initiated by: ________________________________

Method: ________________________________

Company: ________________________________

Address: ________________________________

____

Phone: (   ) ______________

Contact Person: ________________________________

Title/Position: ________________________________

Response: Position Available ______

Position Not Available ______

Position Not Appropriate ______

Not Interested ______

Comments: ________________________________

____

____

____

Additional Contacts:

Date: ________________________________

Initiated by: ________________________________

Contact Person: ________________________________

Outcome: ________________________________

____

____

Project READDY
LIU/ Nassau Center

BEHAVIORAL OBSERVATION FORM

Trainer: ____________________ Job Site: ____________________

Student: ____________________ Task: ____________________

OBSERVATION DATE	TIME BEGIN-END	BEHAVIOR. OBSERVED	ANTECEDENT	CONSEQUENCE	DURATION OF BEHAVIOR

Project READDY
LIU/ NASSAU CENTER

Student Identification

Date: ____________________

1. Name of student: ______________________________ Sex: M F
last first middle

2. Social Security Number: ______________________________

3. Address and phone number of student: ______________________________

____

____

( ) ______________________________

4. Date of Birth: ____________________

5. Guardian information:

a. Guardian name ______________________________

b. Address ______________________________

____

____

c. Phone number ( ) ______________________________

d. Type of relationship

1. Natural parents
2. Legal guardian
3. Group home or other service provider
4. None
5. Other (specify): ______________________________

6. Has this individual previously received services in the following areas:

	YES	NO
a. SSI	______	______
b. SSA	______	______
c. Medicaid	______	______
d. SSDI	______	______
e. other: ______________		
f. SSS registrant	______	______

Project READDY
Long Island University/Nassau Center

Production Rate

Student: ____________________

Date: ____________________

Task: ____________________

Standard: ____________________

Date	Time Started	Time Ended	Total time Worked	Units Completed	% of Standard

Project READDY
Long Island University/ Nassau Center

Percent of Time on Task

Trainer: ______________________________

Student: ______________________________

Job Site: ______________________________

Task: ______________________________

Date	Observation Period (5 min)	Time Beg.	Time End	10 second intervals +=on task -= off task	% time on task	Job

Comments: ______________________________

____